

7th  
Grade

281



President - - - Linda Sarnoski  
Vice President - - - Leonard Dragwa  
Secretary - - - Janis Pleska  
Treasurer - - - Glenn Moskosky  
Reporters - - - Jerry Pilny  
Frances Terpak

Mary  
Lorain  
Robert  
Barbara  
Cathy

Carolyn  
Michael  
Richard  
Gail  
Janis  
Janet  
Edmund  
Donna  
Theresa

#### GOSSIP

We hear that Thomas W. likes a girl from eighth grade. I wonder if her name is Jenny L.?

We also notice that Leonard D. has been staying after school lately. Could it be to talk to Donna C.?

Diane D. thinks a guy named Frank F. is just out of this world.

Janet V. is interested in a certain guy from Carbondale. I wonder if his name is "Speedy?"

Cathy B. likes a guy in seventh grade. Maybe his name is Michael D.



#### ALPHABET

A-mbitious	-	-	-	Barbara Bavin
B-ashful	-	-	-	Marian Mark
C-ute	-	-	-	Leonard Dragwa
D-elightful	-	-	-	Barbara Muta
E-nergetic	-	-	-	Margaret Gombita
F-riendly	-	-	-	Frank Fredrick
G-iddy	-	-	-	Carolyn Wasnock
H-appy	-	-	-	Theresa Derwinski
I-ntelligent	-	-	-	Linda Sarnoski
J-olly	-	-	-	Edmund Kulick
K-een	-	-	-	Glen Moskosky
L-ively	-	-	-	Gail Yankovich
M-EEK	-	-	-	Mary Barna
N-ice	-	-	-	Cathy Baron
O-bedient	-	-	-	Janis Pleska
P-retty	-	-	-	Janet Vitzakovitch
Q-uiet	-	-	-	Robert Evancho
R-esourceful	-	-	-	Richard Rupp
S-illy	-	-	-	Lorraine Kolcun
T-alkative	-	-	-	Helen Lesniewski
U-seful	-	-	-	Carolyn Roskosky
V-ivacious	-	-	-	Donna Corrigan
W-itty	-	-	-	Diane Daniel
X-citing	-	-	-	Michael Dyshuk
Y-outhful	-	-	-	Margaret Banko
Z-estful	-	-	-	Barbara Yancheck

#### IMAGINE

Donald Smith not having to stay after school.

Myron Kutch coming to school every day of the year.

Margie Gombita getting laryngitis.



# Alumni

## 1960

Attending East Stroudsburg State Teacher's College are Judy Rames, John Piatak, and Carol Pleska.

Romayne Kluck is doing secretarial work for the Chisek Insurance Agency.

Shirley Marat is attending Jefferson Medical School in Philadelphia.

Beverly Wilk is doing commercial work in Washington, D. C.

Vallie Wasnock is attending Lackawanna Business College.

Mickey Waurin is studying pediatric nursing at Our Lady of Victory, Buffalo, New York.

Carol Kulick is now attending Marywood College in Scranton.

Vera Mikulak and Betty Petrillak are employed by Globe Fashion Shop in Carbondale.

Joyce Dovin and Marie Petorak are attending Scranton State Hospital in the nursing class.

John Mozeliak and Ronald Iatanision are attending Penn State University.

Serving Uncle Sam in the Armed Forces are:  
Ed Prawdzik, Navy, stationed in Florida  
Jos. Marcavage, Navy " " R. I.  
Ed Unis, now training at Naval Training Center, Great Lakes, Illinois.  
John Bedrin, Air Force, in S. C.  
Philip Muta, Army, Fort Dix, N. J.  
John Warhola, Army, in Germany.  
Albert Propeack, Air Force, Mississippi.  
Carl Kluck, Army, Fort Dix, N. J.



## 1959

Fred Romick is now studying to be a Pharmacist at Temple University.

Rosalie Danchak is a secretary at the Tomaine Ins. Agency in Carbondale.

Furthering their education at Penn State University are: Louise Terpak, John and Jerome Tarris.

Employed by the Keystone Shoe Factory in Forest City, is Carolyn Sofko.

Louise Bebla Franks is now living in Texas, where her husband is stationed.

Francis Russian, Sidney Witts and Bob Dragwa are employed by Telephone Engineering Co. in Simpson.

Kayrene Pierce is now working at Daystrom.

Emily Kost and Diana Trusky are in training at Scranton State Hospital.

Mary Sladicka entered the Sacred Heart Convent in Danville, Pa.

Joe Novobilski is an usher at the Irving Theatre.

Lorraine Whitelavich has opened her own beauty shop after completing her course in beauty culture.

Carol Lathrope is in training at Mercy Hospital.

Serving Uncle Sam in the Armed Forces:  
Joe Sweeney, Navy, stationed in France  
Mickey Yarnes, Navy, " " Va.  
Jerry Franks, " " " N. J.  
Billy Flynn, Army " Fort Dix  
John Kulick, Air Force, " Maine





283



1958

Attending Penn State, in his Junior year, is Jerome Kielar.

Stephen Labick is studying to be a male nurse in New York.

Carol Powell is employed by Daystrom.

Hobs Rupp and Chuck Wilchock are employed at Grossingers, N.Y.

Attending the University of Scranton is Thomas Kerl.

Employed by the Elm Paper Company, Scranton, Pa. is Lillian Mikulak.

Joe Wilczynski and Anthony Marcavage are working at Telephone Engineering, Simpson.

Serving Uncle Sam in the Armed Forces are:

Melvin Borosky, Air Force, stationed in Okinawa.

Frank Scotchlas, stationed in Germany.

Bob Burdo is not attending Bloomsburg State Teachers College.

Thomas Dragwa, serving Uncle Sam, is stationed at Fort Hancock, N.Y.

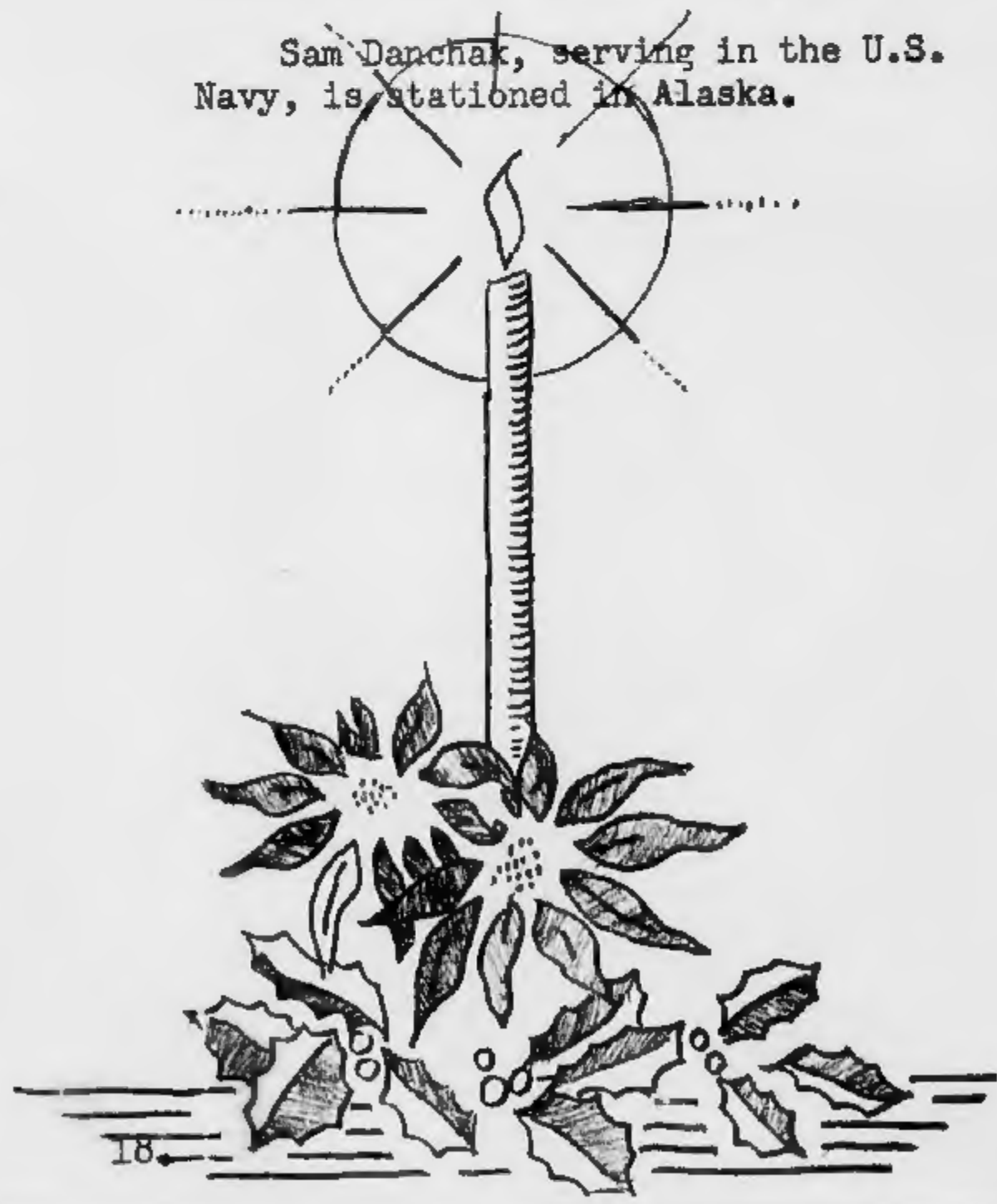
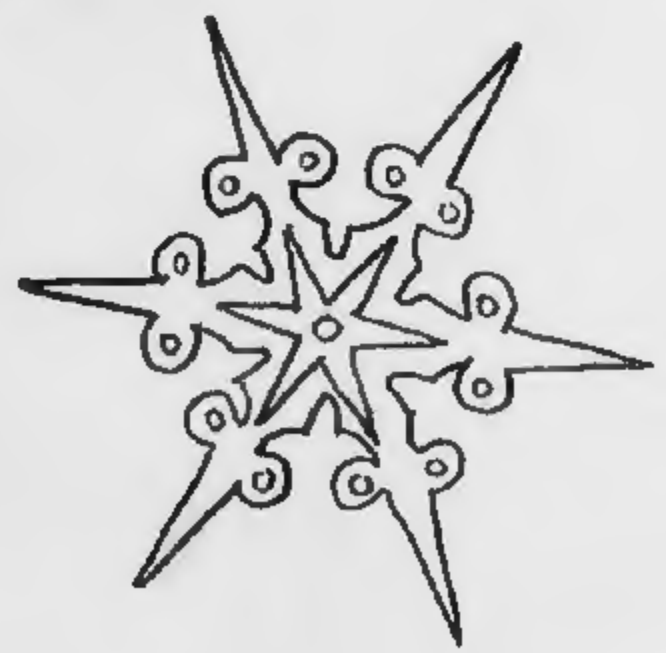
Attending Penn State College is Bob Kulick.

John Wilk is attending the University of Scranton.

Thomas Sisko is stationed in California, serving in the Navy.

Mrs. Louis Orehek, the former Rosie Salko is living in New Jersey.

Sam Danchak, serving in the U.S. Navy, is stationed in Alaska.



And

A



Happy

New

year



285

# THE PENNSYLVANIA STATE UNIVERSITY

UNIVERSITY PARK • PENNSYLVANIA

Dean of Admissions and Registrar  
Willard Building

January 5, 1961

Mr. Silas Robert Powell  
R. D. #1  
Carbondale, Pennsylvania

Dear Mr. Powell:

Your application for admission to The Pennsylvania State University has been received and we are happy to inform you that you qualify for admission.

We are writing this letter to give you this early assurance that you will be admitted to the University for the Fall Term 1961. Your formal admission notification along with all the other pertinent information will be sent to you soon after March first.

We shall appreciate hearing from you before that date if there is any change in your plans for attending college.

Very truly yours,

*Robert G. Bernreuter*

Robert G. Bernreuter  
Dean of Admissions

RGB:efh

286

# THE PENNSYLVANIA STATE UNIVERSITY

UNIVERSITY PARK • PENNSYLVANIA

Dean of Admissions and Registrar  
Willard Building

## YOUR OFFER OF ADMISSION

This is your offer of admission to The Pennsylvania State University for the Fall Term 1961. The enclosed Enrollment Fee and General Deposit receipt form shows the area of your enrollment and your assignment.

Your admission will be completed upon receipt of a check or money order for seventy-five dollars payable to The Pennsylvania State University. This should be sent along with the Enrollment Fee and General Deposit receipt form to the Bursar in the enclosed envelope within two weeks.

The twenty-five dollar Enrollment Fee is a non-refundable fee. The fifty dollar General Deposit will be refundable if you find it necessary to cancel your admission before August 1, 1961. After that date it is non-refundable. The fifty dollar General Deposit will be retained by the University to cover many individual deposits formerly collected from the student at various times during his stay at the University. The General Deposit is refundable upon withdrawal or graduation, less any damages, losses, or forfeitures.

Enclosed also is an explanation of the Counseling Program for freshmen. As a result of the tests and counseling, you may wish to change your area of enrollment. If you so decide, you may request the Dean of Admissions to make the change before Orientation Week.

All freshman men and women admitted to the University Park Campus will be assigned to University operated residence and dining halls, except for reasons judged to be satisfactory to the Administrative Officers of the University.

Please notify this office immediately if you do not wish to accept our offer of admission.

Robert G. Bernreuter  
Dean of Admissions  
and Registrar

RGB:efh

Bob.  
Student No. 74336101



# Fell High School Peek-A-Boo

## SENIOR PERSONALITIES



**BOB POWELL**  
 Yearbook Co-Editor  
 Fellow Staff



**BETTY LESNIEWSKI**  
 Basketball  
 Senior Play

**Hallo, Fellsters!**

We believe that you have all heard the saying, "Another day, another dollar," well, as it goes, "Another week, another peek," that is, into the news events heard throughout the halls and rooms of FELL HIGH SCHOOL.

"Peeks & Co." would like to tell the basketball men that they really played a good game last Thursday night against Forest City. It was a great game, boys, and we're sure that everyone else enjoyed it, too!

When speaking of basketball games, we certainly must show a great deal of appreciation to the junior high school students who were avid supporters of our basketball team. Keep up the good work, girls and guys—we don't know what the team would do without your help.

We noticed a very pert sophomore from Richmondale walking through the halls with quite a few books in her arms. Of course, we mean Sandy Prawdzik, boys, so why not help her—after all, those books can be very heavy (and you're all so very strong!)

Billy Vitzakovich appears to be a very popular young man, especially at Teen Town. Tell us, Billy, who were all those girls that you were talking to—come on, now, don't keep it a secret!

Cheryl Kutch always seems to attract the male section of Teen Town. Give us some hints, Cheryl, what is your secret to popularity?

You can never miss the friendly smile on one of our prettiest junior girls. You must know by now that we are talking about Charlotte Amorebello. Keep smiling, Charlotte, because we can't picture you without a smile!

Joe Hoiditch, one of our care-

free seniors, is seen at almost all of the social events which take place in and around our school. We know that everyone really must enjoy your company, Joe.

We noticed that we have an ardent fan from Forest City at most of our games. We realize that it isn't the game that she is particularly interested in—but one of our basketball players. Right, Shmay? Right, Lorraine?

Can someone tell me who or what Pat Yarnes is interested in? We know that she is trying to keep it a secret, but it just won't work, Pat, so why not give in—it's hopeless!

We heard that the juniors have begun making plans for the Junior-Senior Banquet which will, most likely, be held some time in May. We wish you a lot of luck, juniors, and we hope that the event will be a huge success.

## NOMINATIONS OF THE WEEK

Senior, Zyp Yusavage.  
 Junior, Mary Ann Muta.  
 Sophomore, John Petak.  
 Freshman, Charlotte Swinarski.  
 Eighth Grade, Pat Cianflone.  
 Seventh Grade, Frani Terpak.  
 New Song, Surrender.  
 Old Song, Don't Forbid Me.  
 Teacher, Mr. Propeack.  
 Class, English IV.  
 Car, black and white '56 De-soto.

So, until next week—we'll be watching you! !

Toodle-oo  
 and  
 Peek-aboo  
 Signed,  
 "Peeks & Co."

## Fell High Commencement Announced for June 8

Joseph Hoiditch, son of Mr. and Mrs. Peter Hoiditch, 23 Railroad St., Simpson, has been named valedictorian of the 1961 graduating class of Fell Township High School, Supervising Principal Stephen Bambas has announced.

Salutatorian is Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson.

Honor students are: Miss Barbara Evanyka, daughter of Mr. and Mrs. Michael Evanyka, Richmondale; Joseph Narcavage, son of Mr. and Mrs. Adam Narcavage, 24 Owego St., Simpson; twins, Donald and Robert Powell, sons of Mr. and Mrs. Walter Powell, RD 1 Carbondale, and

Miss Diane Wallace, daughter of Mr. and Mrs. Michael Wallace, 723 Main St., Simpson.

Graduation exercises will be conducted June 8 in Fell High School auditorium.

Mr. Bambas also announced winners in a spelling contest conducted for students of the seventh and eighth grades: Misses Patricia Franks, Anne Marie Weber, Janis Pleska, Linda Sarnoski and Richard Rupp.

### —CARBONDALE—

## Fell High Graduation Arranged for June 8

Fell Township High School will hold graduation exercises Thursday, June 8, in the high school auditorium.

Stephen Bambas, supervising principal of Fell Township Schools, has announced the following honor students of the Senior Class: Miss Barbara Evanyka, daughter of Mr. and Mrs. Michael Evanyka, Richmondale; Joseph Hoiditch, son of Mr. and Mrs. Peter Hoiditch, 23 Railroad St., Simpson; Joseph Narcavage, son of Mr. and Mrs. Adam Narcavage, 24 Owego St., Simpson;

Donald and Robert Powell, sons of Mr. and Mrs. Walter Powell, Carbondale RD 1; Miss Diane Wallace, daughter of Mr. and Mrs. Michael Wallace, 723 Main St., Simpson; Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson.

Joseph Hoiditch is valedictorian; Miss Carol Werwinski, salutatorian.

## SIMPSON

### Local Students Receive Awards

SIMPSON—Stephen Bambas, supervising principal of Fell High School, has announced that high school students who attained high scores in the National tests of educational development have received certificates of merit for attaining the national honor. The tests, together with the National Merit Scholarship Tests, were administered during the Spring term.

Students receiving awards are: Fred Berish, Joseph Sladicka, Diane Wallace, juniors; Michael Egantovich, Peter Getzie, Bernard Roskoski, Patricia Zurine, sophomores.

Other students who attained scores that represent the upper quarter of students nationally are: Charlotte Amorebello, Nicholas Kost, Anastasia Kowal, Wanda Propeack, Patricia Wallace, William Whitelavich, John Chupeck, Joseph Hoiditch, Joseph Narcavage, Donald Powell and Robert Powell.

Seniors who attained scores in the National Merit Scholarship Test in the upper quarter are: Joyce Dovin, Carl Kluck, Ronald Latanishon, Shirley Marat, Carol Pleska, Albert Propeack, Joseph Sitko and Mary Ann Veninsky.

Thirty-eight members of the senior and junior class will take preliminary scholastic aptitude tests offered by the College Entrance Board as a low-cost test that facilitates the guidance of college-bound students. The tests will be given Oct. 20 under the supervision of Mrs. Walter Washeleski, guidance counselor, and Mr. Bambas.



289



290



The Junior Class  
of  
Jell High School  
Presents the  
Annual Junior--Senior Prom  
---\*---

Elk View Country Club

Music by Johnny Krowiak

Thursday Evening  
May Twelfth  
Nineteen Hundred and Sixty



Junior Class Committee

Chairman	Carl Dragwa
Co-Chairman	Joseph Pecko
Programs	Joseph Narcavage
Music	Gerri Powell
Decorations	Joseph Hoiditch

Class Sponsors

Mr. John Wersinski  
Mr. George Zurine

Senior Class

President	Valentine Wasnock
Vice-President	Peter Swinarski
Secretary	Joyce Dovin
Treasurer	Edward Unis

Class Flower	Carnation
Class Colors	Red and White

Class Motto

Today we follow--tomorrow we lead!

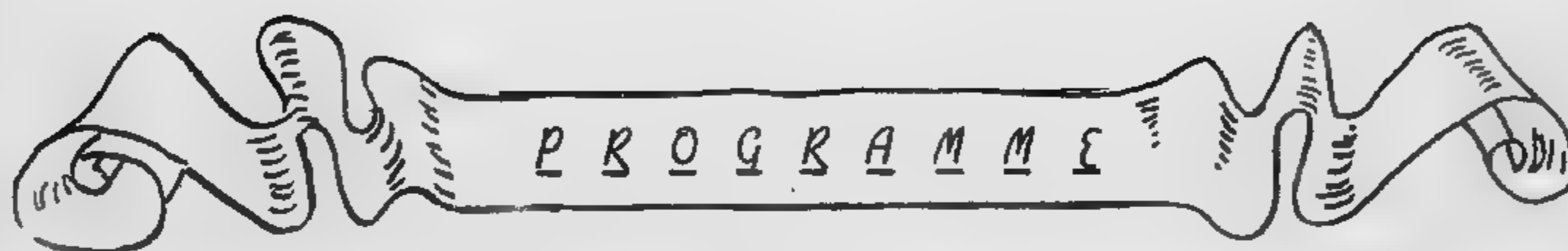
JUNIOR

Banko, Ann Marie	Hoiditch, Joseph
Berish, Fred	Hopey, Joanne
Bishop, Ann Marie	Jaczynski, Alice
Chupeck, John	Kcenich, Dorothy
Dembrosky, John	Kulick, Andrew
Dragwa, Carl	Kutch, Michael
Evanyka, Barbara	Lesniewski, Betty
Gallick, Barbara	Lott, Michael
Gerchman, James	Lupyak, George
Harris, Claudia	Morack, Martha
Heffner, Donald	Narcavage, Joseph
Hurley, Larry	Pecko, Joseph

HOSES

Petrilak, Andrew	Soroka, Dennis
Pierce, Carol	Surace, Delores
Pintar, Matthew	Vanisky, Bernard
Powell, Donald	Wallace, Dianne
Powell, Geraldine	Warhola, Dorothy
Powell, Robert	Washeleski, Edmund
Rupp, Jerome	Werwinski, Carol
Sisko, Catherine	Yankovich, Elaine
Sladicka, Joseph	Yarnes, Patricia
Slick, Jerome	Yavorosky, Anthony
Somple, Joann	Yusavage, Zyprian
Zurine, Rita	





Introduction of Toastmaster . . Co-Chairman Joseph Pecko

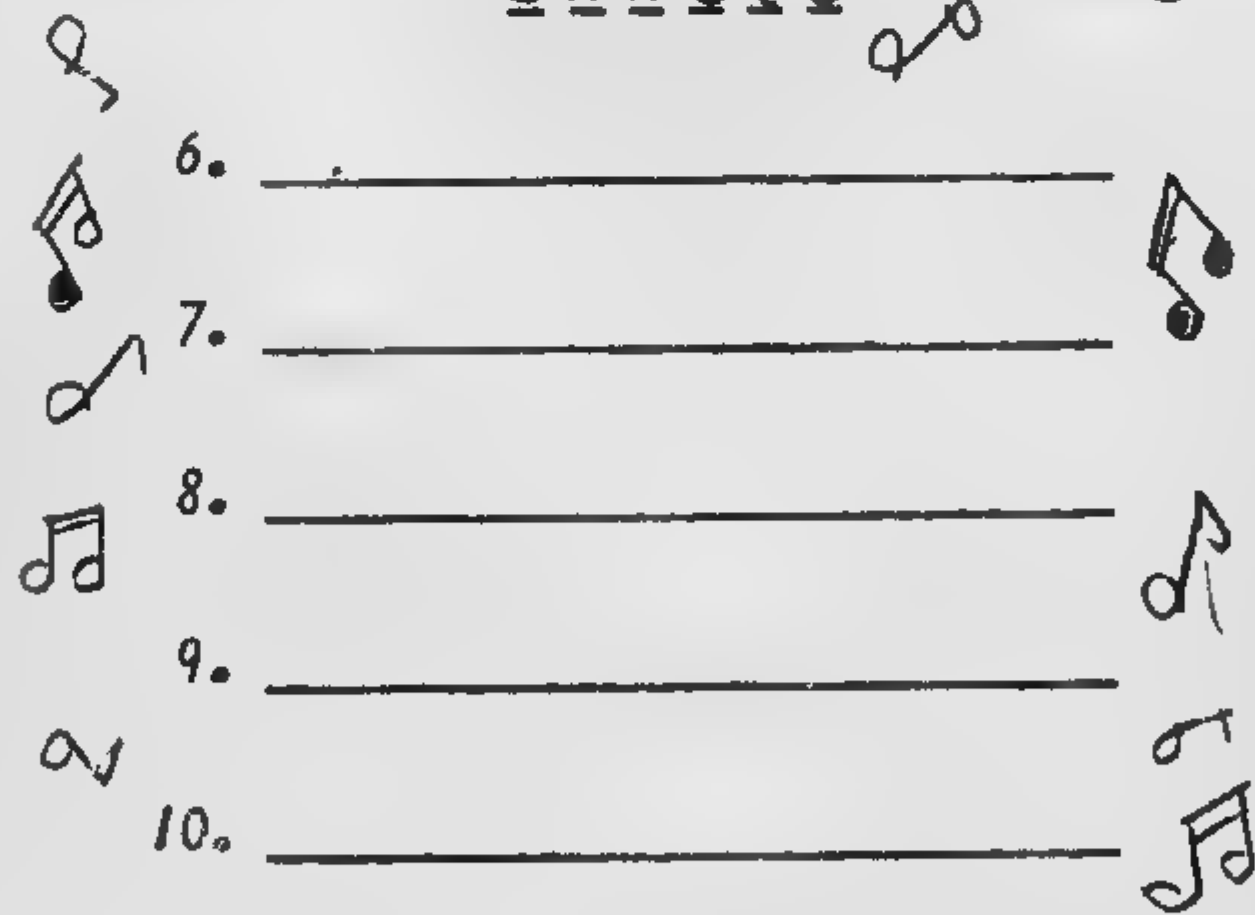
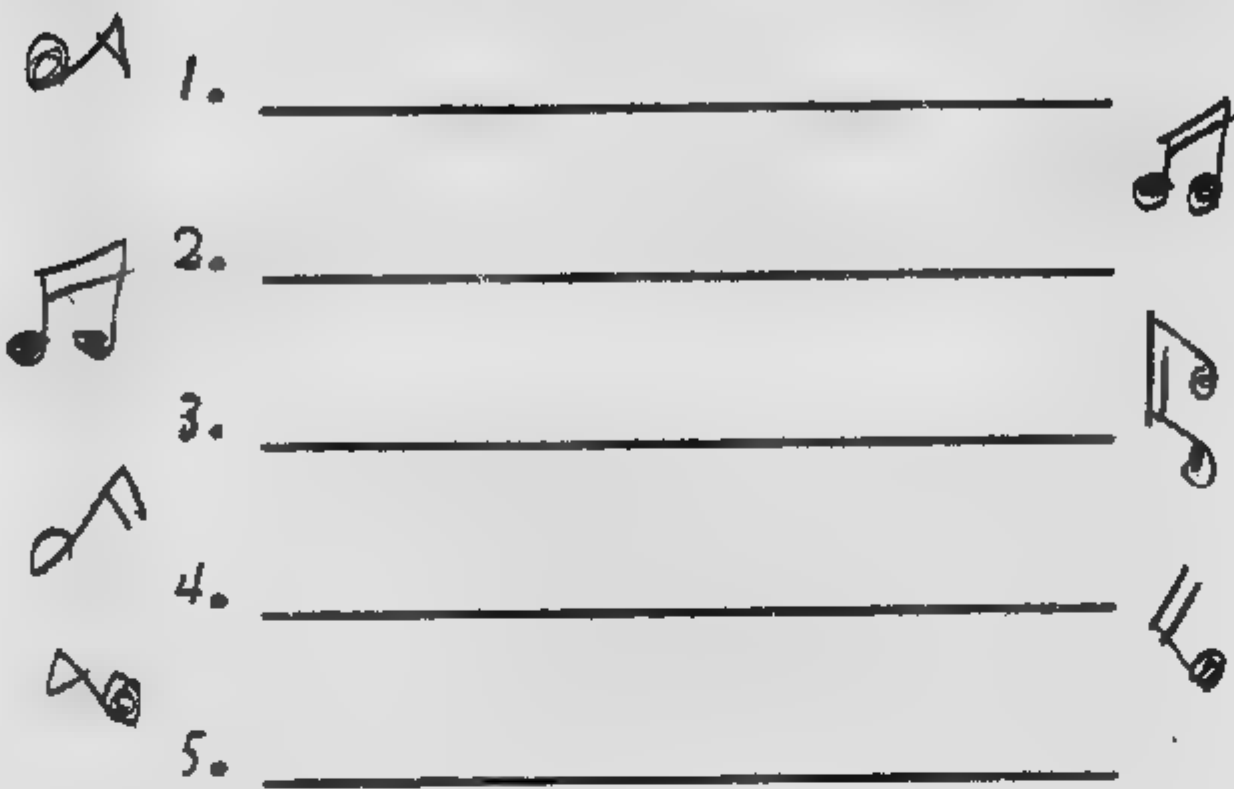
Toastmaster . . . . . Donald Powell

Remarks:

Junior Class President . . . . . Carl Dragwa

Senior Class President . . . . . Valentine Wasnock

Supervising Principal . . . . . Mr. Stephen J. Bamba



## SENIOR

John Bedrin	Carl Kluck
Elizabeth Cosklo	Romayne Kluck
Ruth Cosklo	Carol Kulick
Helen Costello	Anthony Laskowsky
Dorothy Dembrosky	Ronald Latanision
Eugene Dovin	Andrew Lescinsky
Joyce Dovin	Robert Lyman
Faith Fendrock	Shirley Marat
Dorothy Getzie	Joseph Marcavage
Veronica Hannivig	Vera Mikulak
Joann Hoiditch	Edmund Morack
June Hoiditch	John Mozeliak

## GUESSES

Philip Muta	Helen Sefchick
John Novobilski	Joseph Sitko
Marie Petorak	Peter Swinarski
Elizabeth Petrilak	Robert Thornton
John Piatak	Carol Tomasky
Carol Pleska	Edward Unis
Francis Plevyak	Mary Ann Veninsky
Edward Prandzik	John Warhola
Albert Propeack	Valentine Wasnock
Judy Rames	Michaela Waurin
Ronald Rupp	Theodore Wengrin
Mary Anne Rusnak	Beverly Wilk



D I A R Y

My date was \_\_\_\_\_

\_\_\_\_\_e wore a \_\_\_\_\_

We went with \_\_\_\_\_

We arrived at \_\_\_\_\_ o'clock

It was a \_\_\_\_\_ night

Our favorite song was \_\_\_\_\_

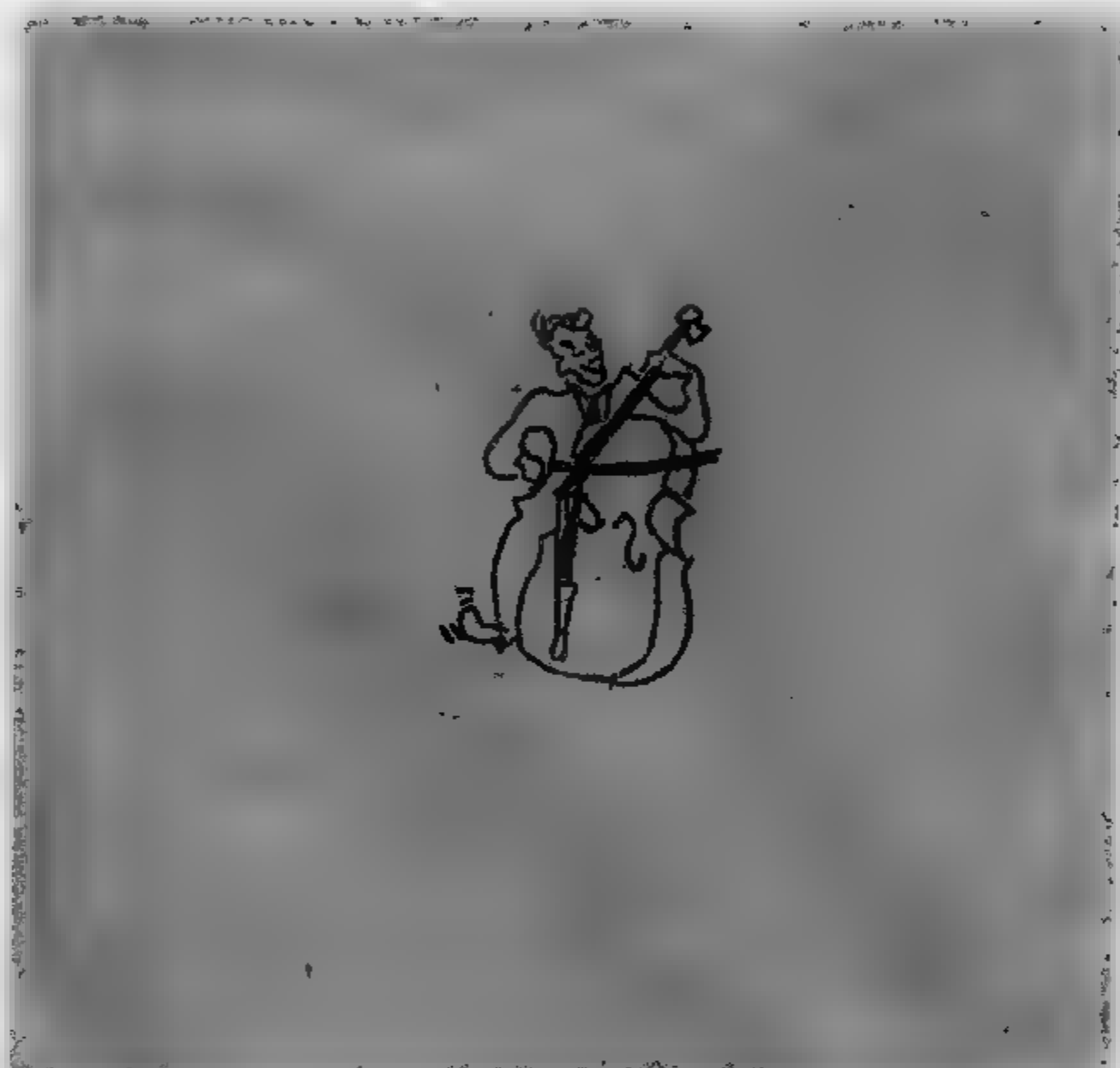
We left at \_\_\_\_\_ o'clock and then we  
went to \_\_\_\_\_

We arrived home at \_\_\_\_\_ o'clock

We were on a stairway to the stars.



297



## SIMPSON Senior Class Honor Students Are Announced

Stephen Bambas, supervising principal of Fell Township Schools, announced Wednesday the top honor students of the senior class of Fell High School.

Joseph Hoiditch, son of Mr. and Mrs. Peter Hoiditch, 23 Railroad St., Simpson, has attained the valedictorian honor.

Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson, is the salutatorian.

Honor students, arranged alphabetically, are: Miss Barbara Evanyka, daughter of Mr. and Mrs. Michael Evanyka, Richmondale; Joseph Narcavage, son of Mr. and Mrs. Adam Narcavage, 24 Owego St., Simpson; twins, Donald and Robert Powell, sons of Mr. and Mrs. Walter Powell, Carbondale RD 1; Miss Diane Wallace, daughter of Mr. and Mrs. Michael Wallace, 723 Main St., Simpson.

Fell Township High School will hold its graduation exercises June 8 in the high school auditorium.

Mr. Bambas also announced names of students who were winners in a spelling contest conducted for students of the seventh and eighth grades: Misses Patricia Franks, Anne Marie Weber, Janis Pleska, Linda Sarnoski and Richard Rupp.

These students are now eligible to be contestants in the county spelling contest to be held at Lackawanna Junior College, Scranton, Saturday.

THE SCRANTON TIMES, WEDNESDAY, MAY 24, 1961.

## Fell High Honor Graduates



Times Photo by Daugevelo

Here are the honor graduates of Fell High School, Simpson, who with their classmates will be graduated June 8 during the 55th annual commencement exercises. First row, from left: Barbara Evanyka, Diane Wallace, Carol Werwinski, salutatorian and Joseph Hoiditch, valedictorian. Second row, from left: Robert Powell, Joseph Narcavage and Donald Powell, twin brother of Robert.

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High school name cards:

Robert S. Powell

all of my life, I have  
had to deal with the fact  
that people in general will  
not recognize that my  
name is S. Robert Powell.  
I think I shall have  
my tombstone done  
now— otherwise it may  
be done incorrectly.

300

Thursday, June 1, 1961.

Page 3



PHOTO ABOVE is one of several taken at recent Fell High Junior-Senior Prom. Front row, Elaine Yankovich, Dorothy Kcenich, Claudia Harris. Second row, Bobby Powell, Donald Powell and Matthew Pinter. (NEWS photo, Mike Zrowka).





'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period *Mrs. Walter Powell*  
2nd Period *Mrs. Walter Powell*  
3rd Period *Mrs. Walter Powell*  
4th Period *Mrs. Walter Powell*  
5th Period *Mrs. Walter Powell*  
6th Period *Mrs. Walter Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.

It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *7th* Room *M*

for the school year *1955-56*

*Elizabeth Casey* Teacher

Certificate of Promotion

I certify that *Robert Powell*

is eligible for promotion to *8th* Grade.

*Elizabeth Casey* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine

**Fell Township Junior-Senior High School Francis Vanisky**  
**REPORT CARD**

**Principal**

**NAME:** *Robert Powell* **ADDRESS:** *Falls Road R.D.*  
**Parent or Guardian** *Grade 8th Room 25 Year 1956-57 Teacher Kathryn Larin Course Jr. High*

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Days Absent	0	0	0	0	0	0	0			
Times Tardy	0	0	0	0	0	0	0			
Conduct	95	90	100	100	100	100	100			

**Periods of Six Weeks Each**

	1	2	3	Exam.	Avg.	4	5	6	Exam.	Final Avg.	Cr.
ENGLISH	92	92	93	85	89	93	95	95	84	89	
FRENCH											
LATIN											
PENNSYLVANIA HISTORY											
CIVICS											
WORLD HISTORY											
AMERICAN HISTORY	85	96	96	98	95	97	97	97	92	95	
PROBLEMS OF DEMOCRACY											
GENERAL SCIENCE											
BIOLOGY											
PHYSICS											
CHEMISTRY											
MATH											
GENERAL MATHEMATICS											
ARITHMETIC	87	92	92	100	94	94	94	94	100	95	
PLANE GEOMETRY											
SOLID GEOMETRY											
TRIGONOMETRY											
COMMERCIAL ARITHMETIC								96			
GEOGRAPHY	93	94	92	100	96	95	96	97	100	97	
COMMERCIAL GEOGRAPHY											
STEREOGRAPHY											
TYPEWRITING											
COMMERCIAL LAW											
OFFICE PRACTICE											
BOOKKEEPING											
HOMEMAKING											
INDUSTRIAL ARTS	85	84	83	70	78	85	86	87	82	81	
MUSIC	95	93	95	93	94	95	94	96	100	94	
ART	82	84	88	85	85	89	92	93	85	86	
DRIVER EDUCATION											
HEALTH	90	90	88	92	90	95	92	92	97	92	
PHYSICAL EDUCATION	75	81	85		80	83	83	82		82	
EFFORT	100	100				100					

"Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

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Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS

SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *8th* Room *25*

for the school year *1956-1957*

*Kathryn Lavin* Teacher

Certificate of Promotion

I certify that *Robert Powell*

is eligible for promotion to *Ninth* Grade.

*Kathryn Lavin* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine



305

# Fell Township Junior-Senior High School REPORT CARD

Francis Vanisky  
Principal

NAME: Powell, Robert		ADDRESS: R.D. #1 Carb.	
Parent or Guardian Walter	Grade 9A	Room 1	Year 1957-58
		Teacher J.J.W.	Course 6

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Days Absent	0	0	0	0	0	1/2	0	0	0	0
Times Tardy	0	0	0	0	0	0	0	0	0	0
Conduct	95	100	100	100	100	100	100	100	100	100

Periods of Six Weeks Each										
	1	2	3	Exam.	Avg.	4	5	6	Exam.	Final Avg.
ENGLISH	90	90	90	100	94	90	93	93	93	93 - Gr.
FRENCH										
LATIN										
PENNSYLVANIA HISTORY	90	95	90	91	91.3					91.3 x
CIVICS						95	95	95	95	95 x
WORLD HISTORY										
AMERICAN HISTORY										
PROBLEMS OF DEMOCRACY										
GENERAL SCIENCE	88	93	94	95	93	95	95	93	97	94.2
BIOLOGY										
PHYSICS										
CHEMISTRY										
ALGEBRA I	84	84	87	85	85	79	84	94	85	85 1
GENERAL MATHEMATICS										
ARITHMETIC										
PLANE GEOMETRY										
SOLID GEOMETRY										
TRIGONOMETRY										
COMMERCIAL ARITHMETIC										
GEOGRAPHY										
COMMERCIAL GEOGRAPHY										
STENOGRAPHY										
TYPEWRITING										
COMMERCIAL LAW										
OFFICE PRACTICE										
BOOKKEEPING										
HOMEMAKING										
INDUSTRIAL ARTS	80	85	86	82	83	85	85	78	86	83 x
MUSIC	85	85	85	93	88.2	85	85	85	98	89 x
ART	88	89	90	90	89	90	90	94	97	93 x
DRIVER EDUCATION										
HEALTH	96	94	92	97		92	95	95	90	94
PHYSICAL EDUCATION	78	80	85			87	80	85		83
EFFORT										

88.21

Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

Powell, Robert

Grade 9 Room 1

for the school year 1957-58

John J. Marwinski Teacher

Certificate of Promotion

I certify that Robert Powell

is eligible for promotion to 10th Grade.

Stephen J. Bambas Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's--The Ladder of St. Augustine

'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period Mrs. Walter S. Powell

2nd Period Mrs. Walter S. Powell

3rd Period Mrs. Walter S. Powell

4th Period Mrs. Walter S. Powell

5th Period Mrs. Walter S. Powell

6th Period Mrs. Walter S. Powell

The parent or guardian is respectfully requested to examine  
and sign this report each period and have it returned to  
the teacher.

It is hoped that this examination will be carefully performed  
and that parents will co-operate with the teacher in all  
efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

307

# Fell Township Junior-Senior High School Francis Vanisky REPORT CARD

Noted by Principal

NAME: Powell, Robert S.		ADDRESS: R.D. #1 Carbondale, Pa.	
Parent or Guardian	Grade	Room	Year
Walter	10	1	1958-59
		Teacher	Course
		J. J. Werwinski	A.
Days Absent	Sept.	Oct.	Nov.
0	0	0	0
Times Tardy	0	0	0
0	0	0	0
Conduct	100	100	100

## Periods of Six Weeks Each

	1	2	3	Exam.	Avg.	4	5	6	Exam.	Final Avg.	CR.
ENGLISH I	80	81	86	89	85	85	86	84	84	85	- 1
FRENCH											
LATIN											
PENNSYLVANIA HISTORY											
CIVICS											
WORLD HISTORY	90	95	90	91	94	90	90	90	88	92	1
AMERICAN HISTORY											
PROBLEMS OF DEMOCRACY											
GENERAL SCIENCE											
BIOLOGY	94	95	97	99	96.7	96	96	94	93 1/2	96.8	- 1
PHYSICS											
CHEMISTRY											
ALGEBRA I	89	82	88	80	83.8	90	92	95	98	89.2	1
GENERAL MATHEMATICS											
ARITHMETIC											
PLANE GEOMETRY											91.6
SOLID GEOMETRY											
TRIGONOMETRY											
COMMERCIAL ARITHMETIC											
GEOGRAPHY											
COMMERCIAL GEOGRAPHY											
STENOGRAPHY											
TYPEWRITING I	89	93	95	98	95	98	94	96	98	96	1/2
COMMERCIAL LAW											
OFFICE PRACTICE											
BOOKKEEPING											
HOMEMAKING											
INDUSTRIAL ARTS	80	81	82	78	80	83	83	84	92	84	1/2
MUSIC											
ART (3)	87	90	91	96	92	93	93	93	89	93	1/2
DRIVER EDUCATION											
HEALTH	93	89	96	97		97	95	95	97	96	
PHYSICAL EDUCATION	80	88	80			84	87	82		82	
EFFORT											

90

90.3

'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

- 1st Period *Mrs. Walter S. Powell*
- 2nd Period *Mrs. Walter S. Powell*
- 3rd Period *Mrs. Walter S. Powell*
- 4th Period *Mrs. Walter S. Powell*
- 5th Period *Mrs. Walter S. Powell*
- 6th Period *Mrs. Walter S. Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.

It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Powell, Robert S.*  
Grade *10* Room *1*  
for the school year *1958-59*  
*J. J. Norwinski* Teacher

Certificate of Promotion

I certify that *Robert Powell*  
is eligible for promotion to *11th* Grade.  
*John J. Norwinski*, Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine



Robert Powell

Francis V. Vanieky, Principal

Yr. 1959-60 Grade 11 Course ACADEMIC

[illegible]

**Conduct Ratings: 1. Excellent**

**2. Good      3. Fair      4. Poor**

"Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period

*Mrs. Walter S. Powell*

2nd Period

*Mrs. Walter S. Powell*

3rd Period

*Mrs. Walter S. Powell*

4th Period

*Mrs. Walter S. Powell*

5th Period

*Mrs. Walter S. Powell*

6th Period

*Mrs. Walter S. Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.

It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

# Fell Township Junior-Senior High School

STEPHEN J. BAMBAS

SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *11*

Room *1*

for the school year *1959-1960*

*Mr. Weapinski*

Teacher

## Certificate of Promotion

I certify that *Robert Powell*  
is eligible for promotion to *12th* Grade.

*John J. Weapinski* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine

**Fell Township Junior-Senior High School**

# Frank H. Vandeweyer, Principal

Pupil Robert Powell

Yr. 1961-62 Grade 12 Course ACCFM

Periods:	Conduct						Grade		
	1	2	3	4	5	6	1	2	3
English IV	1	1	1	2	1	1	85	83	83
French 2	1	2	1	1	1	1	96	96	97
Prob. of Dem.	1	1	1	1	1	1	83	98	98
Chemistry	1	1	1	1	1	1	85	91	90
Solid Geom.	1	1	1	1	1	1	95	92	87
Trigonometry									
Stenography									
Office Practice									
Com'l. Law									
Home Econom.									
Industrial Arts									
Art									
World culture									
Physical Ed.	2	2	1	2	2	2	85	90	90
Health	2	2	1	2	1	1	93	97	95
Days Present	18						30	30	30
Days Absent	0						0	0	0
Times Tardy	0						0	0	0

[illegible]

### Conduct Ratings: 1. Excellent

	2. Good	3. Fair	4. Poor
1. <i>Staphylococcus aureus</i>			
2. <i>Staphylococcus epidermidis</i>			
3. <i>Staphylococcus saprophyticus</i>			
4. <i>Staphylococcus sciuri</i>			
5. <i>Staphylococcus carnosus</i>			
6. <i>Staphylococcus saprophylus</i>			
7. <i>Staphylococcus aureus</i>			
8. <i>Staphylococcus aureus</i>			
9. <i>Staphylococcus aureus</i>			
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92. <i>Staphylococcus aureus</i>			
93. <i>Staphylococcus aureus</i>			
94. <i>Staphylococcus aureus</i>			

311

312

'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period

*Mrs. Walter S. Powell*

2nd Period

*Mrs. Walter S. Powell*

3rd Period

*Mrs. Walter S. Powell*

4th Period

*Mrs. Walter S. Powell*

5th Period

*Mrs. Walter S. Powell*

6th Period

*Mrs. Walter S. Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.

It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

11

Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *12th*

Room *8*

for the school year *1960-1961*

*Demetrius Jarris* Teacher

Certificate of Promotion

I certify that

*Robert Powell*

is eligible for promotion to

*Graduate*

*Demetrius Jarris* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine





The Senior Class of  
 Fall Township High School  
 announces its  
 Commencement Exercises  
 Thursday evening, June the eighth  
 nineteen hundred sixty one  
 at eight-fifteen o'clock  
 of the School Auditorium

## FIFTY-FIFTH ANNUAL COMMENCEMENT

Thursday Evening, June 8, 1961

( Honor Roll )Joseph M. Hoiditch, Valedictorian  
Carol A. Werwinski, SalutatorianDiane H. Wallace  
Barbara A. Evanyka  
Joseph A. Narcavage  
Donald W. Powell  
S. Robert Powell  
Geraldine Powell  
Claudia Harris  
Carole S. Pierce  
Dorothy KcenichCLASS OFFICERSJoseph J. Pecko, President  
Joseph J. Sladicka, Vice-President  
Carole S. Pierce, Secretary  
Donald W. Powell, TreasurerCLASS ADVISORSMr. John Werwinski  
Mr. George ZurineCLASS FLOWER

Lily of the Valley

CLASS COLORS

Green and White

CLASS OF 1961

Ann Marie Banko  
 Fred T. Berish  
 Ann Marie Bishop  
 John J. Chupeck  
 John J. Dembrosky  
 Carl R. Dragwa  
 Barbara A. Evanyka  
 James M. Gerchman  
 Claudia Harris  
 Donald Heffner  
 Joseph Michael Hoiditch  
 Joanne C. Hopey  
 Alice T. Jaczynski  
 Dorothy Kcenich  
 Andrew J. J. Kulick  
 Michael Kutch  
 Elizabeth A. Lesniewski  
 George A. Lupyak  
 Martha Morack  
 Joseph A. Narcavage  
 Joseph J. D. Pecko  
 Andrew D. Petrilak  
 Carole S. Pierce  
 Matthew J. Pinter  
 Donald W. Powell  
 S. Robert Powell  
 Geraldine Powell  
 Jerome R. Rupp  
 Catherine B. Sisko  
 Joseph J. Sladicka  
 Jerome R. Slick  
 Joann Somple  
 Dennis Soroka  
 Delores Surace  
 Bernard E. Vanisky  
 Diane H. Wallace  
 Dorothy A. Warhola  
 Carol A. Werwinski  
 Elaine Yankovich  
 Patricia A. Yarnes  
 Anthony F. Yavorosky  
 Zyprian Yusavage  
 Rita Zurine



## The Commencement Program

Theme: Looking at Our Problems

Academic Processional	-	-	-	Orchestra
Overture	-	-	-	Orchestra
Changing Ways of American Life	-	Carol A. Werwinski		
Problems of American Youth	-	Barbara W. Evanyka		
"The Happy Wanderer" (Ridge)	-	-	Senior Class	
Socialized Medicine	-	-	Diane H. Wallace	
World War III?	-	-	Donald W. Powell	
Federal Aid for Education	-	-	Joseph A. Narcavage	
Musical Selection	-	-	-	Orchestra
Mantle Oration	-	-	-	S. Robert Powell
Mantle Response	-	-	-	Anastasia Kowal
"Whispering Hope" (Hawthorne)	-	-	Senior Class	
The Challenge of Liberty	-	-	Joseph M. Hoiditch	
Musical Selection	-	-	-	Orchestra
Presentations: Diplomas and Awards	-	-	Mr. Stephen J. Bamba Supervising Principal	
"Good Bye High School" (Richardson)	-	-	Senior Class	
"The Star Spangled Banner"	-	-	Class and Audience	
Recessional	-	-	-	Orchestra

- - \* - -

← Text  
of my  
remarks  
given  
hereafter.



R. Powell

317

1963  
5-17-61

MANTLE ORATION

~~We Must Unite to Solve our Common Problems - Peace & Health~~

~~The present is one of the supreme moments of challenge of all times.~~ The challenge of the problems of peace and health is the most commanding which our society has ever had to face. It is of such magnitude that the full impact of the challenge finds us confused, uncertain and fearful. ~~We must not resort to physical means as the solution to these problems.~~ <sup>To use</sup> ~~However,~~ <sup>Use is seems unwarranted, for</sup> the past is littered with the wreckage of nations and empires <sup>that</sup> which tried to meet their problems ~~of their times~~ <sup>these</sup> by physical means alone. <sup>It is imperative for us:</sup> Unless we can <sup>solve these challenges on</sup> rise to greatness and lift our answers to an intellectual and ethical level, <sup>or</sup> ~~our fate will be the fate of the nations that preceded us in history.~~ <sup>that</sup> ~~(The issues of our times will be determined, not at the physical, but at the ethical and social level.)~~ <sup>that forgotten or (has been)</sup> ~~Material power and dollars and military strength may preserve us temporarily; but the dynamic tensions of our society can be relieved only by moral and social wisdom, and that kind of wisdom cannot be made in a test tube or won by the brilliant process of nuclear physics.~~ <sup>Repetitive</sup>

The problem of peace in this generation is to discover the common interests, the overlapping areas of curiosity, the sympathies, the aspiration, and the mutual advantages that bind the human race together regardless of ideologies or boundary lines. The search for these rallying points of unity, the development of new techniques and areas of co-operative action where ideas and experiences can be pooled and combined - <sup>should be constantly explored -</sup> this is the foundation of the ultimate structure of our united society. (?)

(?) *Introduce*  
*Looking at*  
*our health*  
*processes*

R. Powell 318

*foremost*  
The problem of health is of a common

One of the common problems for all races is that of health.

Health is something that all <sup>man kind</sup> men desires. Cancer and ~~scarlet fever~~ <sup>heart disease</sup>

have no political ideology. Infantile paralysis is the same in

Moscow as it is in Washington, and human sorrow is no less touching

*Simpson* ← in one city than in the other. <sup>Shanghai?</sup> The world of disease and misery is not divided, it is a common world. (?)

That is true of health is also true in the field of science and  
*in the* ~~humanities~~ <sup>humanities</sup> There are no German or Swedish enzymes, no ~~German~~ <sup>Russian</sup> or

Chinese mesons. The laws of physics, chemistry or mathematics are

not the property of any group or nation. Dostoyevski, Shakespeare,

Dvorak, Milton, Beethoven, and Tchaikovsky belong to the world

just as the spiritual ideals of Ghandi <sup>n</sup> have now become the heritage

of mankind. In spite of all evidences to the contrary, the problems

that divide the world are trivial as compared to the things that

unite it. The people the world over are dominated by a passionate

hope for peace and security and a better life. Faced with this

desire they must unite and integrate more closely than ever before.

This will not be easy to do for it requires a pooling of resources,

economic as well as political, to an extent we have not yet come to

realize. We have to agree on plans and execute them jointly in every

continent by methods which we explain together, if not in the same

words, at least in the same tone and with the same purpose.

This is not only a crisis of policies for the world but also  
a crisis of confidence in our values. <sup>the values of man everywhere</sup> If we can reinforce this con-

fidence we shall still need the unity to express it. If we do not

draw together quickly, with the hope of solving our common problems,

we shall drift until we are suddenly apart. This is our choice. (?)

The alternative is more deadly than we have ever known.

R. Powell.

319

Tonight, I have been given the great honor to pass this academic mantle on to you, our successors the class of 1962. We trust that you as seniors will endeavor to cherish the ideals and traditions of which it is a symbol, and that you will continue to co-operate in sharing all the responsibilities in upholding your Alma Mater, Fell High School.

We wish this mantle to stand first of all for honor and integrity of its graduates as well as for the manhood and courage of the sons and daughters of our Alma Mater. It should be reminiscent to you at all times of the necessity of diligent and unceasing toil for true success. Those who have put their hearts and souls and have done their best during the past four years, tonight, can feel relieved and gay. Those who took school life too lightly, who have disrespected authority, must indeed have little peace of mind.

Tonight we the class of 1961 place this mantle in your hands, *the* Class of 1962, knowing that in leaving our Alma Mater, you will endeavor to be worthy recipients of its educational values, so essential in this day and age. We feel that you, with your high ideals, industry and perseverance will ever strive to make our beloved *h*igh *S*chool stand for all that is best in life.

### MANTLE ORATION

The challenge of the problems of peace and health is the most commanding which our society has ever had to face. It is of such magnitude that the full impact of the challenge finds us confused, uncertain, and perhaps even a bit fearful. To use physical means alone as the solution to these problems seems unwarranted, for the past is littered with the wreckage of nations and empires that tried to meet the problems of their times by these means alone. It is imperative for us to rise to greatness and solve these challenges on an intellectual and ethical level or our fate will be that of those forgotten nations who preceded us in history.

The problem of peace in this generation is to discover the common interests, the overlapping areas of curiosity, the sympathies, the aspirations, and the mutual advantages that bind the human race together regardless of boundary lines or ideologies. The search for these rallying points of unity, the development of new techniques and areas of co-operative action where ideas can be pooled and combined should be constantly explored- this, therefore, is the ultimate structure of our united society.

One of the foremost problems for all races and peoples is that of health. Health is something that all mankind desires. Cancer and heart disease have no political ideology. Infantile paralysis is the same in Washington as it is in Moscow or in Simpson and human sorrow is no less touching in one city than the other. The world of disease and misery is not divided, it is a common world.



What is true of health is also true in the fields of science and humanism. There are no German or Italian enzymes, no American or Russian mesons. The laws of physics, chemistry, and mathematics are not the property of any nation or group. Dostoyevski, Shakespeare, Dvorak, Milton, Beethoven, Tchaikovsky- all belong to the world, just as the spiritual ideals of Gandhi have now become the heritage of mankind.

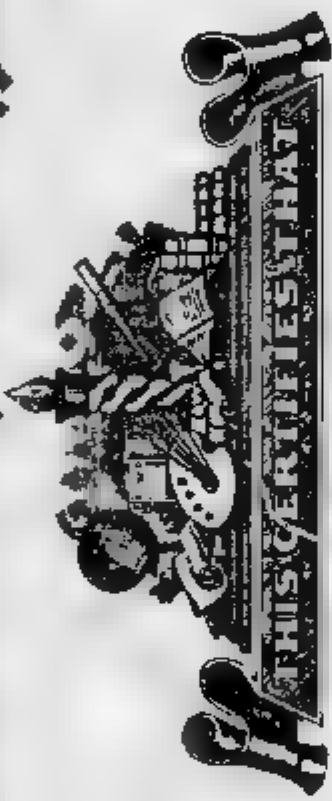
In spite of all evidences to the contrary the problems that divide the world are trivial as compared to the ones that unite it. People the world over are dominated by a passionate hope for peace, security and a better life. Faced with this desire they must unite and integrate more closely than ever before. This will not be easy to do, for it requires a pooling of resources, economic as well as political to an extent we have not yet come to realize. We have to agree on plans and execute them jointly in every continent, by methods we explain together, if not in the same words, at least in the same tone and with the same purpose. This is not only a crisis of policies for the world but also a crisis of confidence in our own values and the values of man everywhere. It is up to us. If we can reinforce this confidence we shall still need the unity to express it. If we do not draw together quickly, with the hope of solving our common problems we shall drift until we are suddenly apart. This is our choice. The alternative is more deadly than we have ever known.

Tonight I have been given the great honor of passing this academic mantle on to you, our successors, the class of 1962. We trust that you as seniors will endeavor to cherish the ideals and traditions of which it is a symbol and that you will continue to co-operate in sharing all the responsibilities in upholding our Alma Mater, Fell High School.

We wish this mantle to stand first of all for the honor and integrity of its graduates as well as for the manhood and courage of the sons and daughters of our Alma Mater. It should be reminiscent to you at all times of the necessity of diligent and unceasing toil for true success. Those who have put their hearts and souls into their work and who have done their best during the past four years tonight can feel relieved and gay. Those who have taken school work too lightly and who have disrespected authority must indeed have little peace of mind.

Tonight we have placed this mantle in your hands, knowing that in leaving our beloved high school you will endeavor to be worthy recipients of its educational values, so essential in this day and age. We feel that you with your high ideals, industry, and perseverance will ever strive to make our beloved high school stand for all that is truly beneficial, worthwhile and best in life.

# High School



S. Robert Howell

*has completed, in a satisfactory manner, a Course of Study as prescribed for  
Fell Township High School, and is entitled to receive this*

## DIPLOMA

*Given by Authority of the Board of Education, at Simpson, Pennsylvania,  
this Eighth day of June, A. D., One thousand nine hundred sixty one*

*Stephen J. Bania*  
SUPERVISING PRINCIPAL

*Chester Stungis*  
PRESIDENT, BOARD OF EDUCATION  
*Frank J. Reese*  
SECRETARY, BOARD OF EDUCATION

# Simpson News

## Fell Commencement Exercises Held At School Auditorium

The 55th annual commencement exercise of Fell Township High School was held Thursday evening of last week in the school auditorium. Diplomas and awards were presented by Stephen J. Bambas, supervising principal.

Joseph M. Hoiditch was valedictorian and Carol A. Werwinski salutatorian. Other honor students were: Diane H. Wallace, Barbara A. Evanyka, Joseph A. Narcavage, Donald W. Powell, S. Robert Powell, Geraldine Powell, Claudia Harris, Carole S. Pierce and Dorothy Kcenich.

The class roll was as follows:

Ann Marie Banko, Fred T. Berish, Ann Marie Bishop, John J. Chupeck, John J. Dembrosky, Carl R. Dragwa, Barbara A. Evanyka, James M. Gurchman, Claudia Harris, Donald Heffner, Joseph M. Hoiditch.

Joanne C. Hopey, Alice T. Jaczynski, Dorothy Kcenich, Andrew J. J. Kulick, Michael Kutch, Elizabeth A. Lesniewski, George A. Lupyak, Martha Morack, Joseph A. Narcavage, Joseph J. D. Pecko, Andrew D. Petrilak.

Carole S. Pierce, Matthew J. Pintar, Donald W. Powell, S. Robert Powell, Geraldine Powell, Jerome R. Rupp, Catherine B. Sisko, Joseph J. Sladicka, Jerome R. Slick, Joann Sample, Dennis Soroka.

Delores Surace, Bernard E. Vankisky, Diane H. Wallace, Dorothy A. Warhola, Carol A. Werwinski, Elaine Yankovich, Patricia A. Yarnes, Anthony F. Yavorosky, Zyrian Yusavage and Rita Zurine.

The theme of the commencement program was "Looking At Our Problems." Members of the class were the speakers.

Class officers are: Joseph J. Pecko, president; Joseph J. Sladicka, vice president; Carole S. Pierce, secretary, and Donald W. Powell, treasurer.

John Werwinski and George Zurine are class advisors.





FELL CLASS OF 1961 HOLDS REUNION -- Photo was taken at Montdale Country Club on occasion of 10th anniversary of graduation of class. Seated, left to right, James P. Burns, Mrs. Burns, Catherine Siscoe Stanton, Betty Lesniewski Zollman, Jerry Powell Rupp, Martha Morack Ondrako, Carol Werwinski Prebich, Rita Zurine Fitzsimmons, Joan Hopey Liesiewski, Claudia

Harris Sladicka and Barbara Evanyka Totsky. Standing, Fred Berish, Anthony Yavorosky, Jerry Rupp, Eugene Slick, Matthew Pinter, Barbara Gallick Fisher, Elaine Yankovich Phillips, Donald Heffner, Carol Pierce Narcavage, Joseph Narcavage, John Dombrosky, Joseph Sladicka, Carl Dragwa and Joseph Hoidtch. (NEWS photo by Ros-Al).

# THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF COUNSELING

PROFILE OF ACADEMIC ABILITIES

326

425

POWELL, SILAS ROBERT  
STUDENT NAME

7433-61-01  
STUDENT NUMBER

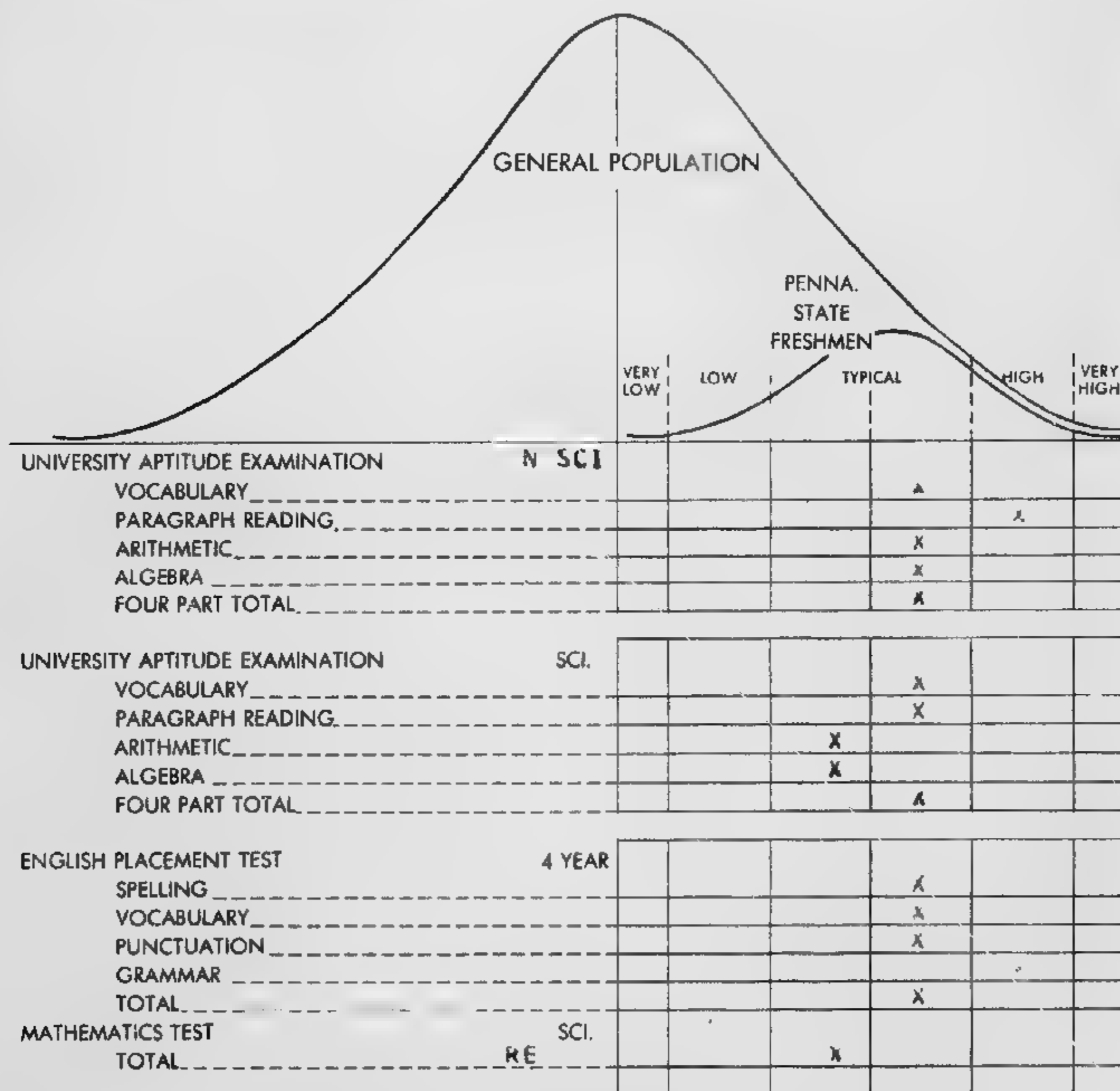
1  
H.S. RANK

2 61  
YEAR OF TEST

SEX

1  
TERM

348 HSI



PREDICTED RANGE OF STUDENTS FIRST TERM GRADE AVERAGE  
PROBABILITY (IN PERCENTS) OF ACHIEVING ABOVE A GIVEN GRADE

GRADE POINT AVERAGE ➤	1.40	1.60	1.70	2.00	2.25	2.50	2.75	3.00	3.50
SCIENCE	91	84	80	65	50	34	21	12	*
NON-SCIENCE	98	95	93	84	73	58	42	28	08

\*Less than 5%

DROP PROB C. B DEANS LIST

AVERAGE REQUIRED FOR GRADUATION



## *The American's Creed*

*By William Tyler Page*

**I** believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

**I** therefore believe it is my duty to my Country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.



Presented to **ROBERT POWELL** with congratulations upon High School graduation. May the future bring you success, happiness and achievement in the highest ideals of American citizenship.

*William W. Duane*

*Member of Congress  
Tenth District of Pennsylvania*

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					BALANCE DUE			
					PAY PER MONTH			
					FIRST MONTHLY PAYMENT DUE			

*This is the receipt for the word Book  
Encyclopedia set. Mom + Dad did do  
all that they could to foster learning.*



## TERM PAPERS AND REPORTS

(written by S. Robert Powell while a student at Fell Township Junior/Senior High School, Simpson, PA 18407)

1. "Social Security Benefits in the United States Past-Present-Future"; January 3, 1960, Problems of Democracy, taught by Mrs. Lillian Washeleski
2. Book Reports, written for Mrs. Lillian Washeleski:  
"The Exile" by Pearl S. Buck  
"Of Mice and Men" by John Steinbeck  
"The Road to War (America 1914-1917)" by Walter Millis  
"The DuPont Dynasty" by John K. Winkler
3. "Crystals and Crystal Growing"; April 29, 1960, English III, taught by Mrs. Lillian Washeleski
4. "I Speak for Democracy"; written for the essay contest of that name.
5. "The Challenge of a Loyal American"; Mantle Oration, delivered by SRP at the graduation ceremonies of the class of 1961.
6. Worksheets for French class; 13 sheets
7. Drawings and sketches

330

[Very very excellent]  
A+



A+

Very very excellent

331

SOCIAL SECURITY BENEFITS IN THE UNITED STATES  
PAST-PRESENT-FUTURE

Submitted by Robert Powell

January 3, 1960

Problems of Democracy  
Hour 2

## PREFACE

The information included in this research paper has been obtained from several sources. The majority coming from the pamphlets I received at the Carbondale Social Security Office, The United States World Report, The World Almanac, and the Information Please Almanac, as well as from my own personal book collection.

The value and importance which I derived from preparing this research paper have shown me to a much better understanding the workings and benefits of the Social Security program in the United States and I hope that through this research paper I am able to pass on some of the valuable knowledge I obtained from preparing it.



## INTRODUCTION

Social security is relatively recent, but the idea is not new. In the middle ages, the craft guilds dispensed benefits for sickness and death. Later, trade unions provided some relief for their members. But most wage earners in time of stress had to fall back on charity. France set up a voluntary unemployment insurance system in 1850. In 1880 England passed the Employer's Liability Act. In 1883 Germany made accident insurance compulsory, and soon it added sickness insurance and old-age benefits. Compulsory unemployment insurance was first adopted by England in 1911. Today practically every country in Europe and America as well as the British dominions has social insurance in some form.

Social insurance is a form of social legislation designed to protect the gainfully occupied individual and his family against costs or losses resulting from such risks as industrial injury or disease, sickness of a temporary character, maternity, unemployment, old-age, or death. Social insurance provides cash benefits or health services for persons who have lost all or a substantial part of their earning capacity, or whose earning capacity is endangered, and for the dependents of such insured persons. In contrast to public assistance and relief, the conditions for receipt of social insurance benefits are explicitly set forth in the law. When the specified contingency occurs, the benefits are furnished without a test as to the resources of the beneficiary.

Many working people have small incomes and can save very little. Their money is soon used up if they become sick or loose their jobs. Often they have nothing for their old-age. To help them, most modern nations have set up systems of state aid. A complete system of social security covers all the hazards of life "from the cradle to the grave."

Social insurance works like private insurance. It spreads risks and costs among a large number of people. It differs from private insurance chiefly in being compulsory. The government raises the funds by taxation and pays the benefits.

## TABLE OF CONTENTS

Social Security Administration.....	1
What does Social Security Offer .....	3
Growth of Social Security .....	9
Old-Age, Survivors, and Disability Payments .....	12
Unemployment Insurance and Employment Services .....	18
Four Times For Action .....	23
How to Protect My Social Security Account .....	24
How to Estimate Your Social Security Payments .....	25
Questions and Answers .....	29
Social Security--About to Expand Again .....	34
Social Security Amendments for 1960 .....	35
The Future of Social Security .....	46

336

PART 1

SOCIAL SECURITY ADMINISTRATION



## SOCIAL SECURITY ADMINISTRATION

The Social Security Administration, part of the Department of Health, Education and Welfare, carries responsibility for all the programs under the Social Security Act except unemployment insurance, for activities related to children under an Act of Aug. 9, 1912, and for credit union operations under the Federal Credit Union Act. The commissioner of Social Security is Charles L. Schottland. Under his direction, four bureaus in the Social Security Administration carry on the functions of the specific programs.

The only completely Federal program under the Social Security Act—old-age, survivors, and disability insurance—is administered by the Bureau of Old-age and survivors insurance, which has headquarters in Baltimore, Md., 9 area offices, and 558 district offices located in cities and towns.

The Bureau of Public Assistance carries responsibility for Federal grants in aid to the states to help finance their programs for the needy aged, the needy blind, needy children deprived of parental support, and permanently and totally disabled persons in need.

The Children's Bureau is charged with responsibility for the Federal aspects of the Federal-state programs providing services to children and for research on matters relating to child life.

The Bureau of Employment Security, responsible for Federal phases of the Federal-state programs of unemployment insurance and employment service, was part of the Social Security Administration until Aug. 1949, when it was transferred to the Dept. Of Labor.

The Bureau of Federal Credit Unions is responsible for chartering, examining, and supervising Federal Credit Unions. These unions charter and supervise voluntary cooperative associations to promote thrift among members and provide loans. Large numbers of credit unions are found among employees of Federal, state and public utilities. On December 31, 1956, about 8,350 chartered Federal credit unions were in operation with a total membership of 4,502,200.

The administration has program bureau representatives in the nine regional offices of the Department of Health, Education, and Welfare, namely: Boston, New York City, Charlottesville, Chicago, Atlanta, Kansas City, Dallas, Denver, and San Francisco.<sup>1</sup>

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<sup>1</sup> The World Almanac and Book Of Facts, 1960, p.655.

339

PART 11

WHAT DOES SOCIAL SECURITY OFFER?

### WHAT DOES SOCIAL SECURITY OFFER?

The social security tax you pay gives you three different kinds of protection; (1) retirement benefits, (2) survivor's benefits, and (3) disability benefits.

**Retirement Benefits.** A man becomes eligible for an old-age benefit at age 65, if he has retired under the definition in the law. A woman worker also is eligible for a full old-age benefit at 65, but she may retire at 62 and get 80% of her full benefit for the rest of her life. The closer she is to age 65 when she starts collecting her benefit the larger the fraction of her full benefit she will get.

The amount of the old-age benefit you are entitled to is the key to all other benefits under the program. The old age benefit is based on average monthly earnings, generally those after 1950.

If your wife is younger than you, but not under 62, she can draw a reduced benefit that depends on the number of months before she will be 65. If she draws her benefit when she is 62, she will get about  $\frac{3}{8}$  of your basic benefit, or \$39.40. She will get this amount for the rest of her life, unless you should die first; then she can start getting the full widow's benefit, described below.

If your wife is entitled to a worker's old age benefit on her own earnings she can draw whichever-the worker's or the wife's-is larger. No one can draw two benefits at the same time.

If you have children under 18 years when you retire, they will get a benefit equal to half your benefit, and so will your wife, in that case even if she is under 62.

However, total benefits based on your earnings cannot be more than \$254.10 a month or 80% of your average monthly wage. When your children reach age 18, their benefit will stop, except a benefit that is going to a child who is permanently or totally disabled. Such a child can continue to get his benefit as long as his disability meets the definition in the law.

If you are a woman worker entitled to an old age benefit and you have a dependent husband aged 65 or over, he may draw a benefit similar to a wife's benefit at 65.

**Survivors Benefits.** This feature of the social security program gives you valuable life insurance protection- in some cases over \$30,000 worth. The amount of protection is again geared to what the worker would be entitled to at 65. If you can estimate from a table what your basic monthly benefit would be at 65, this is what your survivors would get: (1.) a cash payment to cover your burial expenses. This comes to three times the basic monthly fee but not more than \$255. (2.) a benefit for each child until he reaches 18. If there is only one child eligible, he gets 75% of the basic benefits. If there are two or more children available each one gets 50% of the basic benefit and an additional 25% is split among them. A disabled child can continue to collect beneficiary payments after reaching the age of 18. (3.) A mother's benefit for your widow, if she has no children under 18 in her care. Her benefit is 75% of the basic benefit. She can collect this until the youngest child reaches 18. Payments then stop. If she has a disabled child in her care who is getting a benefit after 18, then her benefit continues, too. Total family benefits cannot go over \$254.10 a month or 90% of your average monthly wage.



(4) If there are no children under 18, your wife can get a widow's benefit starting at age 62. This would come to 75% of the basic benefit. (5) Dependent parents can sometimes collect survivors' benefits, if the deceased worker leaves no wife or child. They are usually eligible if: (a) they were getting at least half their support from the deceased worker when he died. (b) they have reached retirement age (65 for the father, 62 for the mother) and (c) they are not eligible for an old-age benefit based on their own earnings.

A woman worker can provide survivors' benefits for any of these dependents. If she has been contributing to at least half their support (1) her children are under age 18 (2) her disabled child after 18, if the child is unmarried and was disabled before 18, and (3) her dependent widowed husband at age 65, if he hasn't remarried. Or if she had no other dependents, her parents could collect her benefits if they met the tests in paragraph 5 above.

Here is an example of survivor's benefits in one family situation. John Jones dies, leaving a wife and two children aged 1 and 3. His average monthly wage was \$300. This would have given him an old-age benefit of \$105, if he had lived to 65. This is what his family gets: (1) a cash burial payment of \$225; (2) a total monthly benefit of \$131.50 for the two children; and (3) a \$78.80 monthly benefit for Mrs. Jones. Total benefits for the family come to \$210.20 a month while the two children are under 18. When the older child reaches 18 his benefits stop, but the younger child's benefit is raised to \$78.80 a month. Mrs. Jones and the younger child then collect a total of \$157.50 a month for 2 years until the child reaches 18. Then all payments. When Mrs. Jones becomes 62 she will again be paid \$78.80 a month assuming that she has not married.

Disability Benefits. These are a new feature of the social security insurance system. Disability payments are paid to two groups of people. (1) an injured worker with a total disability can collect his full old-age benefit at age 50, instead of waiting until 65. Under the new law of 1958, eligible dependents of disabled workers will receive the usual benefits. To be eligible for disability benefits, a person must: (a) have worked in employment covered by social security for about 5 out of the 10 years before he became disabled; (b) be suffering from a physical or mental disability of indefinite duration and (c) be so disabled that he can't work or at least engage in any substantial gainful activity. If he meets those tests his benefits will start after a 6 month waiting period.

The applicant is referred to the State Vocational rehabilitation agency and if rehabilitation services are proposed and the applicant refuses them without good cause, his disability benefit is suspended. If the worker gets workmen's compensation benefit or another federal benefit based on disability, his disability benefit is reduced by the amount of such benefit except that a benefit paid by a Veterans Administration because of service connected disability will not result in any reduction. (2) The permanently disabled child of a deceased or retired person who was covered by social security can collect benefits after age 18. If the child is eligible, his mother can also get a benefit. The child must: (a) have been disabled before age 18, (b) be unmarried and (c) have been dependent on the deceased or retired person for at least half of his support.

The child's benefit would be 75% of the father's basic benefit and his mother would get the same amount. A disabled child can get a benefit based on his mother's earnings, instead of his father's, if she has contributed to at least half his support and had died or is drawing an old-age benefit. The disabled child's benefit can actually be paid to adults, if the above tests are met. For example an unmarried person, aged 40, who was born blind and is dependent on his father for support can collect a disabled child's benefits as soon as his father starts drawing an old-age benefit or dies.<sup>2</sup>

#### PUBLIC ASSISTANCE

Aid to four groups of needy persons is provided under the Social Security Act though assistance programs are administered by the states with grants from the Federal Government. The Federal share of the individual payment, for the aged, the blind, and the disabled is 4/5 of the first \$30 of the average monthly payment plus half the balance, up to the \$65 maximum specified by law. A blind person may earn up to \$50 a month and have such earnings disregarded when the state is determining whether he is needy. For aid to dependent children, the federal government pays 14/17 of the first \$17 paid per person per month plus 1/2 the balance within the maximums. To be eligible the child must be (1) under 18; (2) without parental support or care because of the death, absence from home or incapacity of a parent and (3) living with a parent or specified relative. The law also permits federal sharing in the payments to doctors and others for medical care in behalf of needy persons--beyond what such persons get directly in their assistance payment.<sup>3</sup>

<sup>2</sup> Information Please Almanac, 1959, p. 607.

<sup>3</sup> The World Almanac and Book of Facts, p. 653.

WHAT BENEFITS YOU GET UNDER SOCIAL SECURITY			
Based on an average monthly wage of	RETIREMENT BENEFITS		
	Worker's monthly benefit	Worker with 62 year old wife	Worker with 65 year old wife
\$100	\$59.00	\$79.90	\$88.50
150	73.00	98.60	109.50
200	84.60	114.40	126.00
250	95.00	128.90	142.50
300	105.00	141.80	157.50
350	116.00	156.60	174.00
400	127.00	171.50	190.50

WHAT BENEFITS YOU GET UNDER SOCIAL SECURITY			
Based on an average monthly wage of	SURVIVORS' BENEFITS		
	Widow and one child	Widow and two children	Widow aged sixty-two
\$100	\$88.60	\$88.60	\$44.30
150	109.50	120.00	54.80
200	126.00	161.60	63.00
250	142.00	190.10	71.30
300	157.50	210.20	78.80
350	174.00	232.00	87.00
400	190.50	254.10	95.30

346

PART 111  
GROWTH OF SOCIAL SECURITY



### GROWTH OF SOCIAL SECURITY

Not only is the social security system here to stay, but it is growing and being extended. Huge punch-card machines in Baltimore have made the administrative aspects of the program insignificant. Society today believes increasingly in the philosophy that the worst personal and social misfortunes result from contingencies over which the single individual has little control. In 1932 people walked the street without work; in 1929 and 1953 the same people had prosperous jobs; the answer is not wholly in them. Already annuities for widows and dependent children have been added to the social security benefits.

In 1950 the Democratic Truman Congress greatly extended the scope of social security. About 10 million new people began to be covered, and benefit payments were to be increased. Farm labor, domestic help, and the self employed were for the first time brought into the system, and employees of nonprofit organizations became eligible to join voluntarily.

In 1954 the Republican Eisenhower Congress further extended social security, bringing in 10 million people. Among those included for the first time were self-employed farmers, ministers, and certain self-employed professionals. The rates of tax payment are now 2 per cent paid by employer and two per cent by employee, applied on the first \$4,200 of annual wages.

The self-employed pay at a rate of 3 per cent on the first \$4,200 of earnings. Tax rates on employer and employee are each to rise by 1/2 of 1 per cent in 1960 and 1965, and by 1/2 of 1 percent in 1970; so after 1970 each will pay 3 1/4 per cent. This pattern of rates aims to put the program on a pay-as-you-go basis rather than on an actuarial-reserve basis.

Benefit payments have been raised so that their new range is \$30 to \$162.80 per month rather than the original \$10 to \$85. Retirement payments have been raised to qualify individuals over sixty-five, to their wives or widows if over sixty-five and to the widow of any insured person if over sixty-five, and to the widow of any person serving in the Korean conflict. In addition, a lump-sum payment is paid when a worker dies, and there are a few miscellaneous benefits possible to parents and widows. The exact formula for figuring benefits is quite complicated, but its general nature is as follows: A worker's own benefit depends primarily upon his average monthly wage and is more generously reckoned on the first \$110 of monthly wages; for each extra year that he has been covered there is a slight further increase in his primary benefits. After his benefit has been reckoned, his wife will receive, after sixty-five, an extra 50 per cent of his benefits; his widow will receive, after sixty-five, 75%; his surviving dependent children will receive a certain fraction too. A private insurance company would have to charge tens of thousands of dollars for such generous annuities and privileges.

It is one of the greatest advantages of a pay-as-you-go social security system that it rests on the general tax capacity of the nation; if hyperinflation wiped out all private insurance and savings, social security could nevertheless start all over again, none the poorer. It looks doubtful that in this next generation payments for sickness and disability and a comprehensive public health and hospital program will be introduced. This remains very controversial. But private health insurance is sure to grow. In 1931, many medical associations strongly disapproved and fought against the systems of private health and hospitalization insurance such as Blue Cross or Blue Shield. Today they are among the strongest supporters of this system. 5

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5 Paul A. Samuelson, Economics, New York, Mc.Graw Book Company, 1955, pp. 180-82.

380

PART IV

OLD-AGE, SURVIVORS, AND DISABILITY PAYMENTS

7th  
Grade

281



President - - - Linda Sarnoski  
Vice President - - - Leonard Dragwa  
Secretary - - - Janis Pleska  
Treasurer - - - Glenn Moskosky  
Reporters - - - Jerry Pilny  
Frances Terpak

Mary  
Lorain  
Robert  
Barbara  
Cathy  
Carolyn  
Michael  
Richard  
Gail  
Janis  
Janet  
Edmund  
Donna  
Theresa

#### DOES IT

We hear that Thomas W. likes a girl from eighth grade. I wonder if her name is Jenny L.?

We also notice that Leonard D. has been staying after school lately. Could it be to talk to Donna C.?

Diane D. thinks a guy named Frank F. is just out of this world.

Janet V. is interested in a certain guy from Carbondale. I wonder if his name is "Speedy?"

Cathy B. likes a guy in seventh grade. Maybe his name is Michael D.



#### ALPHABET

A-mbitious	-	-	-	Barbara Bavin
B-ashful	-	-	-	Marian Mark
C-ute	-	-	-	Leonard Dragwa
D-elightful	-	-	-	Barbara Muta
E-nergetic	-	-	-	Margaret Gombita
F-riendly	-	-	-	Frank Fredrick
G-iddy	-	-	-	Carolyn Wasnock
H-appy	-	-	-	Theresa Derwinski
I-ntelligent	-	-	-	Linda Sarnoski
J-olly	-	-	-	Edmund Kulick
K-een	-	-	-	Glen Moskosky
L-ively	-	-	-	Gail Yankovich
M-eeek	-	-	-	Mary Barna
N-ice	-	-	-	Cathy Baron
O-bedient	-	-	-	Janis Pleska
P-retty	-	-	-	Janet Vitzakovitch
Q-uiet	-	-	-	Robert Evancho
R-esourceful	-	-	-	Richard Rupp
S-illy	-	-	-	Lorraine Kolcun
T-alkative	-	-	-	Helen Lesniewski
U-seful	-	-	-	Carolyn Roskosky
V-ivacious	-	-	-	Donna Corrigan
W-itty	-	-	-	Diane Daniel
X-citing	-	-	-	Michael Dyshuk
Y-outhful	-	-	-	Margaret Banko
Z-estful	-	-	-	Barbara Yancheck

#### IMAGINE

Donald Smith not having to stay after school.

Myron Kutch coming to school every day of the year.

Margie Gombita getting laryngitis.





# Alumni

## 1960

Attending East Stroudsburg State Teacher's College are Judy Rames, John Piatak, and Carol Pleska.

Romayne Kluck is doing secretarial work for the Chisek Insurance Agency.

Shirley Marat is attending Jefferson Medical School in Philadelphia.

Beverly Wilk is doing commercial work in Washington, D. C.

Vallie Wasnock is attending Lackawanna Business College.

Mickey Waurin is studying pediatric nursing at Our Lady of Victory, Buffalo, New York.

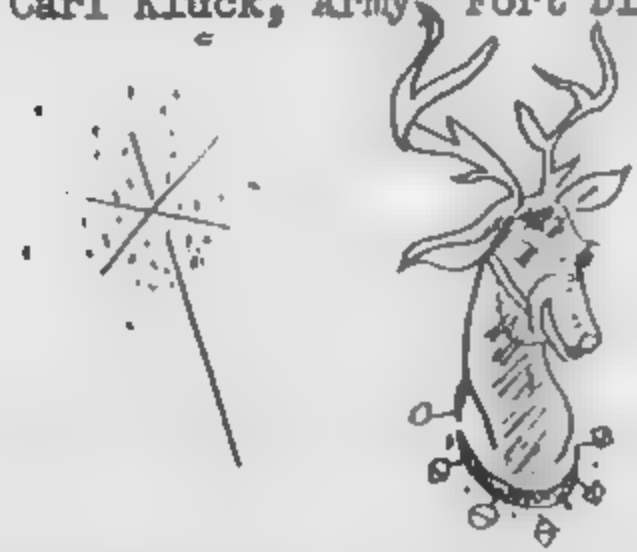
Carol Kulick is now attending Marywood College in Scranton.

Vera Mikulak and Betty Petrillak are employed by Globe Fashion Shop in Carbondale.

Joyce Dovin and Marie Petorak are attending Scranton State Hospital in the nursing class.

John Mozeliak and Ronald Latanision are attending Penn State University.

Serving Uncle Sam in the Armed Forces are:  
Ed Prawdzik, Navy, stationed in Florida  
Jos. Marcavage, Navy " " R. I.  
Ed Unis, now training at Naval Training Center, Great Lakes, Illinois.  
John Bedrin, Air Force, in S. C.  
Philip Muta, Army, Fort Dix, N. J.  
John Warhola, Army, in Germany.  
Albert Propeack, Air Force, Mississippi.  
Carl Kluck, Army, Fort Dix, N. J.



## 1959

Fred Romick is now studying to be a Pharmacist at Temple University.

Rosalie Danchak is a secretary at the Tomaine Ins. Agency in Carbondale.

Furthering their education at Penn State University are: Louise Terpak, John and Jerome Tarris.

Employed by the Keystone Shoe Factory in Forest City, is Carolyn Sofko.

Louise Bebla Franks is now living in Texas, where her husband is stationed.

Francis Russian, Sidney Witts and Bob Dragwa are employed by Telephone Engineering Co. in Simpson.

Kayrene Pierce is now working at Daystrom.

Emily Kost and Diana Trusky are in training at Scranton State Hospital.

Mary Sladicka entered the Sacred Heart Convent in Danville, Pa.

Joe Novobilski is an usher at the Irving Theatre.

Lorraine Whitelavich has opened her own beauty shop after completing her course in beauty culture.

Carol Lathrope is in training at Mercy Hospital.

Serving Uncle Sam in the Armed Forces:  
Joe Sweeney, Navy, stationed in France  
Mickey Yarnes, Navy, " " Va.  
Jerry Franks, " " " N. J.  
Billy Flynn, Army " Fort Dix  
John Kulick, Air Force, " Maine



283



1958

Attending Penn State, in his Junior year, is Jerome Kielar.

Stephen Labick is studying to be a male nurse in New York.

Carol Powell is employed by Daystrom.

Hobs Rupp and Chuck Wilchock are employed at Grossingers, N.Y.

Attending the University of Scranton is Thomas Kerl.

Employed by the Elm Paper Company, Scranton, Pa. is Lillian Mikulak.

Joe Wilczynski and Anthony Marcavage are working at Telephone Engineering, Simpson.

Serving Uncle Sam in the Armed Forces are:

Melvin Borosky, Air Force, stationed in Okinawa.

Frank Scotchlas, stationed in Germany.

Bob Burdo is not attending Bloomsburg State Teachers College.

Thomas Dragwa, serving Uncle Sam, is stationed at Fort Hancock, N.Y.

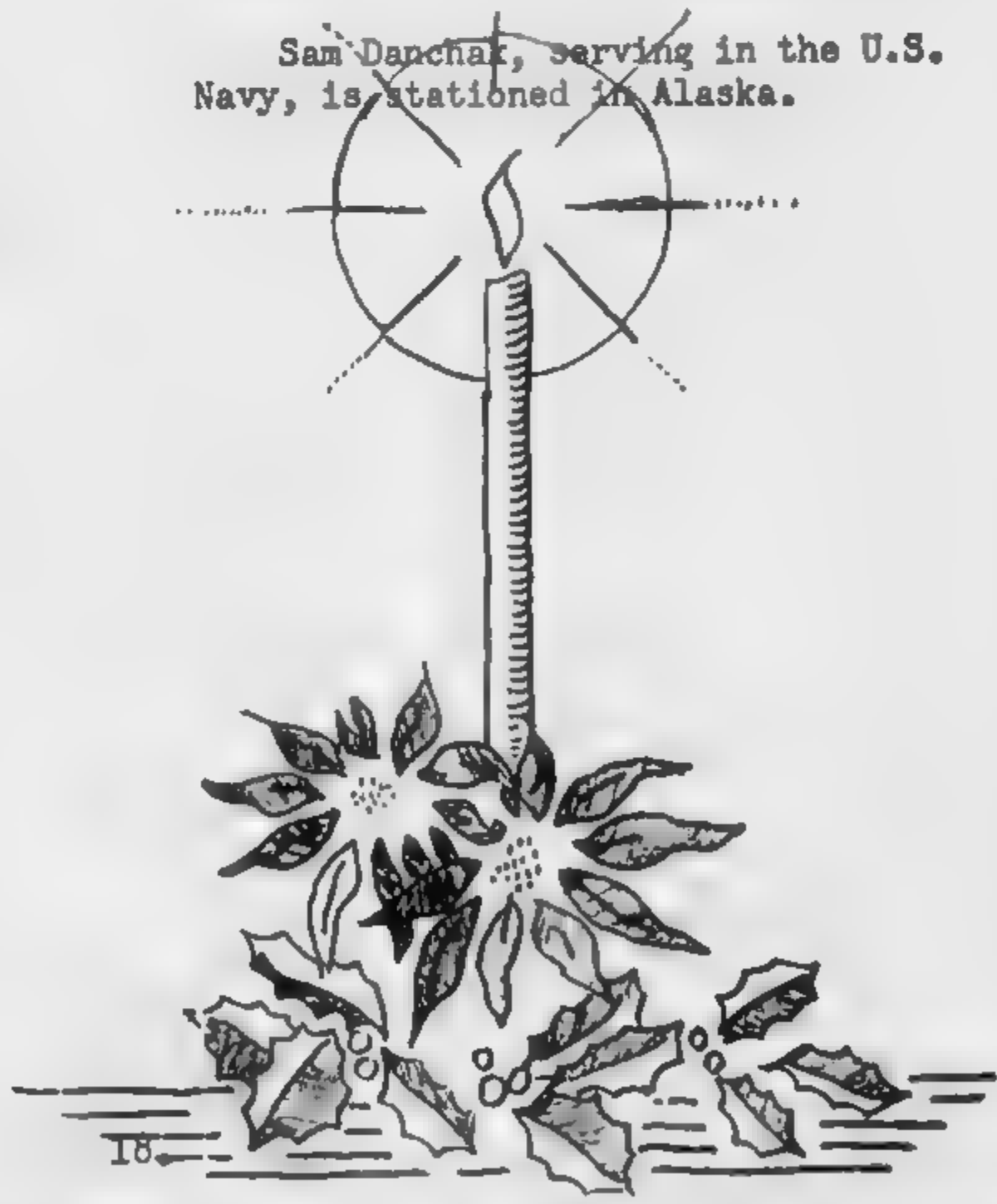
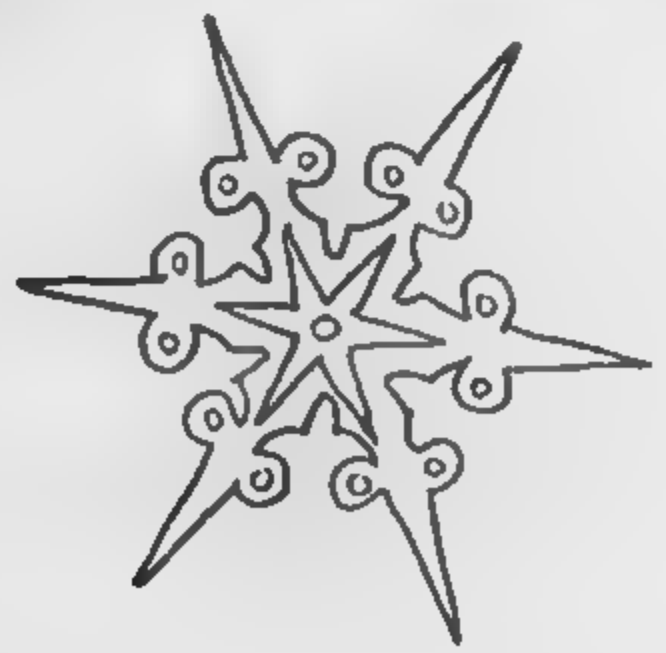
Attending Penn State College is Bob Kulick.

John Wilk is attending the University of Scranton.

Thomas Sisko is stationed in California, serving in the Navy.

Mrs. Louis Orehek, the former Rosie Salko is living in New Jersey.

Sam Danchak, serving in the U.S. Navy, is stationed in Alaska.



And A



Happy  
New year

285

# THE PENNSYLVANIA STATE UNIVERSITY

UNIVERSITY PARK • PENNSYLVANIA

Dean of Admissions and Registrar  
Willard Building

January 5, 1961

Mr. Silas Robert Powell  
R. D. #1  
Carbondale, Pennsylvania

Dear Mr. Powell:

Your application for admission to The Pennsylvania State University has been received and we are happy to inform you that you qualify for admission.

We are writing this letter to give you this early assurance that you will be admitted to the University for the Fall Term 1961. Your formal admission notification along with all the other pertinent information will be sent to you soon after March first.

We shall appreciate hearing from you before that date if there is any change in your plans for attending college.

Very truly yours,

*Robert G. Bernreuter*

Robert G. Bernreuter  
Dean of Admissions

RGB:efh

286

# THE PENNSYLVANIA STATE UNIVERSITY

UNIVERSITY PARK • PENNSYLVANIA

Dean of Admissions and Registrar  
Willard Building

## YOUR OFFER OF ADMISSION

This is your offer of admission to The Pennsylvania State University for the Fall Term 1961. The enclosed Enrollment Fee and General Deposit receipt form shows the area of your enrollment and your assignment.

Your admission will be completed upon receipt of a check or money order for seventy-five dollars payable to The Pennsylvania State University. This should be sent along with the Enrollment Fee and General Deposit receipt form to the Bursar in the enclosed envelope within two weeks.

The twenty-five dollar Enrollment Fee is a non-refundable fee. The fifty dollar General Deposit will be refundable if you find it necessary to cancel your admission before August 1, 1961. After that date it is non-refundable. The fifty dollar General Deposit will be retained by the University to cover many individual deposits formerly collected from the student at various times during his stay at the University. The General Deposit is refundable upon withdrawal or graduation, less any damages, losses, or forfeitures.

Enclosed also is an explanation of the Counseling Program for freshmen. As a result of the tests and counseling, you may wish to change your area of enrollment. If you so decide, you may request the Dean of Admissions to make the change before Orientation Week.

All freshman men and women admitted to the University Park Campus will be assigned to University operated residence and dining halls, except for reasons judged to be satisfactory to the Administrative Officers of the University.

Please notify this office immediately if you do not wish to accept our offer of admission.

Robert G. Bernreuter  
Dean of Admissions  
and Registrar

RGB:efh

*Bob*  
*Student No. 74336101*



## Fell High School Peek-A-Boo

### SENIOR PERSONALITIES



**BOB POWELL**  
Yearbook Co-Editor  
Fellow Staff



**BETTY LESNIEWSKI**  
Basketball  
Senior Play

**Bello, Bellaters!**

We believe that you have all heard the saying, "Another day, another dollar," well, as it goes, "Another week, another peek," that is, into the news events heard throughout the halls and rooms of FELL HIGH SCHOOL.

"Peeks & Co." would like to tell the basketball men that they really played a good game last Thursday night against Forest City. It was a great game, boys, and we're sure that everyone else enjoyed it, too!

When speaking of basketball games, we certainly must show a great deal of appreciation to the junior high school students who were avid supporters of our basketball team. Keep up the good work, girls and guys—we don't know what the team would do without your help.

We noticed a very pert sophomore from Richmondale walking through the halls with quite a few books in her arms. Of course, we mean Sandy Prawdzik, boys, so why not help her—after all, those books can be very heavy (and you're all so very strong!)

Billy Vitzakovich appears to be a very popular young man, especially at Teen Town. Tell us, Billy, who were all those girls that you were talking to—come on, now, don't keep it a secret!

Cheryl Kutch always seems to attract the male section of Teen Town. Give us some hints, Cheryl, what is your secret to popularity?

You can never miss the friendly smile on one of our prettiest junior girls. You must know by now that we are talking about Charlotte Amorebello. Keep smiling, Charlotte, because we can't picture you without a smile!

Joe Holditch, one of our care-

free seniors, is seen at almost all of the social events which take place in and around our school. We know that everyone really must enjoy your company, Joe.

We noticed that we have an ardent fan from Forest City at most of our games. We realize that it isn't the game that she is particularly interested in—but one of our basketball players. Right, Shmay? Right, Lorraine?

Can someone tell me who or what Pat Yarnes is interested in? We know that she is trying to keep it a secret, but it just won't work. Pat, so why not give in—it's hopeless!

We heard that the juniors have begun making plans for the Junior-Senior Banquet which will, most likely, be held some time in May. We wish you a lot of luck, juniors, and we hope that the event will be a huge success.

### NOMINATIONS OF THE WEEK

Senior, Zyp Yusavage.  
Junior, Mary Ann Muta.  
Sophomore, John Petak.  
Freshman, Charlotte Swinarski.  
Eighth Grade, Pat Cianflone.  
Seventh Grade, Frani Terpak.  
New Song, Surrender.  
Old Song, Don't Forbid Me.  
Teacher, Mr. Propeack.  
Class, English IV.  
Car, black and white '56 Desoto.

So, until next week—we'll be watching you! !

Toodle-oo

Peek-aboo

Signed,

"Peeks & Co."

## Fell High Commencement Announced for June 8

Joseph Hoiditch, son of Mr. and Mrs. Peter Hoiditch, 23 Railroad St., Simpson, has been named valedictorian of the 1961 graduating class of Fell Township High School, Supervising Principal Stephen Bambas has announced.

Salutatorian is Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson.

Honor students are: Miss Barbara Evanyka, daughter of Mr. and Mrs. Michael Evanyka, Richmondale; Joseph Narcavage, son of Mr. and Mrs. Adam Narcavage, 24 Owego St., Simpson; twins, Donald and Robert Powell, sons of Mr. and Mrs. Walter Powell, RD 1 Carbondale, and

Miss Diane Wallace, daughter of Mr. and Mrs. Michael Wallace, 723 Main St., Simpson.

Graduation exercises will be conducted June 8 in Fell High School auditorium.

Mr. Bambas also announced winners in a spelling contest conducted for students of the seventh and eighth grades: Misses Patricia Franks, Anne Marie Weber, Janis Pleska, Linda Sarnoski and Richard Rupp.

### —CARBONDALE—

## Fell High Graduation Arranged for June 8

Fell Township High School will hold graduation exercises Thursday, June 8, in the high school auditorium.

Stephen Bambas, supervising principal of Fell Township Schools, has announced the following honor students of the Senior Class: Miss Barbara Evanyka, daughter of Mr. and Mrs. Michael Evanyka, Richmondale; Joseph Hoiditch, son of Mr. and Mrs. Peter Hoiditch, 23 Railroad St., Simpson; Joseph Narcavage, son of Mr. and Mrs. Adam Narcavage, 24 Owego St., Simpson;

Donald and Robert Powell, sons of Mr. and Mrs. Walter Powell, Carbondale RD 1; Miss Diane Wallace, daughter of Mr. and Mrs. Michael Wallace, 723 Main St., Simpson; Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson.

Joseph Hoiditch is valedictorian; Miss Carol Werwinski, salutatorian.

## SIMPSON

### Local Students Receive Awards

SIMPSON—Stephen Bambas, supervising principal of Fell High School, has announced that high school students who attained high scores in the National tests of educational development have received certificates of merit for attaining the national honor. The tests, together with the National Merit Scholarship Tests, were administered during the Spring term.

Students receiving awards are: Fred Berish, Joseph Sladicka, Diane Wallace, juniors; Michael Egantovich, Peter Getzie, Bernard Roskoski, Patricia Zurine, sophomores.

Other students who attained scores that represent the upper quarter of students nationally are: Charlotte Amorebello, Nicholas Kost, Anastasia Kowal, Wanda Propeack, Patricia Wallace, William Whitelavich, John Chupeck, Joseph Hoiditch, Joseph Narcavage, Donald Powell and Robert Powell.

Seniors who attained scores in the National Merit Scholarship Test in the upper quarter are: Joyce Dovin, Carl Kluck, Ronald Latanishon, Shirley Marat, Carol Pleska, Albert Propeack, Joseph Sitko and Mary Ann Veninsky.

Thirty-eight members of the senior and junior class will take preliminary scholastic aptitude tests offered by the College Entrance Board as a low-cost test that facilitates the guidance of college-bound students. The tests will be given Oct. 20 under the supervision of Mrs. Walter Washeleski, guidance counselor, and Mr. Bambas.

289





The Junior Class  
of  
Jell High School  
Presents the  
Annual Junior--Senior Prom  
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Elk View Country Club

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Music by Johnny Krowiak

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Thursday Evening  
May Twelfth  
Nineteen Hundred and Sixty

Junior Class Committee

Chairman	Carl Dragwa
Co-Chairman	Joseph Pecko
Programs	Joseph Narcavage
Music	Gerri Powell
Decorations	Joseph Hoiditch

Class Sponsors

Mr. John Wersinski  
Mr. George Zurine

Senior Class

President	Valentine Wasnock
Vice-President	Peter Swinarski
Secretary	Joyce Dovin
Treasurer	Edward Unis

Class Flower	Carnation
Class Colors	Red and White

Class Motto

Today we follow--tomorrow we lead!

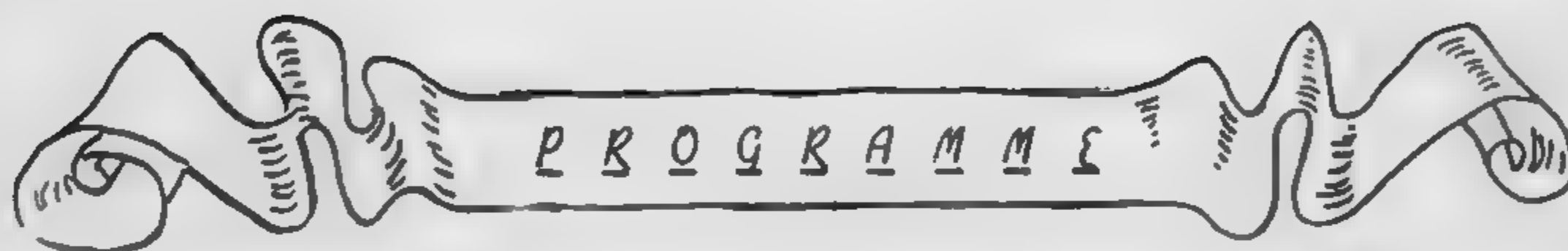


JUNIOR

Banko, Ann Marie	Hoiditch, Joseph
Berish, Fred	Hopey, Joanne
Bishop, Ann Marie	Jaczynski, Alice
Chupeck, John	Kcenich, Dorothy
Dembrosky, John	Kulick, Andrew
Dragwa, Carl	Kutch, Michael
Evanyka, Barbara	Lesniewski, Betty
Gallick, Barbara	Lott, Michael
Gerchman, James	Lupyak, George
Harris, Claudia	Morack, Martha
Heffner, Donald	Narcavage, Joseph
Hurley, Larry	Pecko, Joseph

HOSES

Petrilak, Andrew	Soroka, Dennis
Pierce, Carol	Surace, Delores
Pintar, Matthew	Vanisky, Bernard
Powell, Donald	Wallace, Dianne
Powell, Geraldine	Warhola, Dorothy
Powell, Robert	Washeleski, Edmund
Rupp, Jerome	Werwinski, Carol
Sisko, Catherine	Yankovich, Elaine
Sladicka, Joseph	Yarnes, Patricia
Slick, Jerome	Yavorosky, Anthony
Somple, Joann	Yusavage, Zyprian
Zurine, Rita	



Introduction of Toastmaster - - Co-Chairman Joseph Pecko

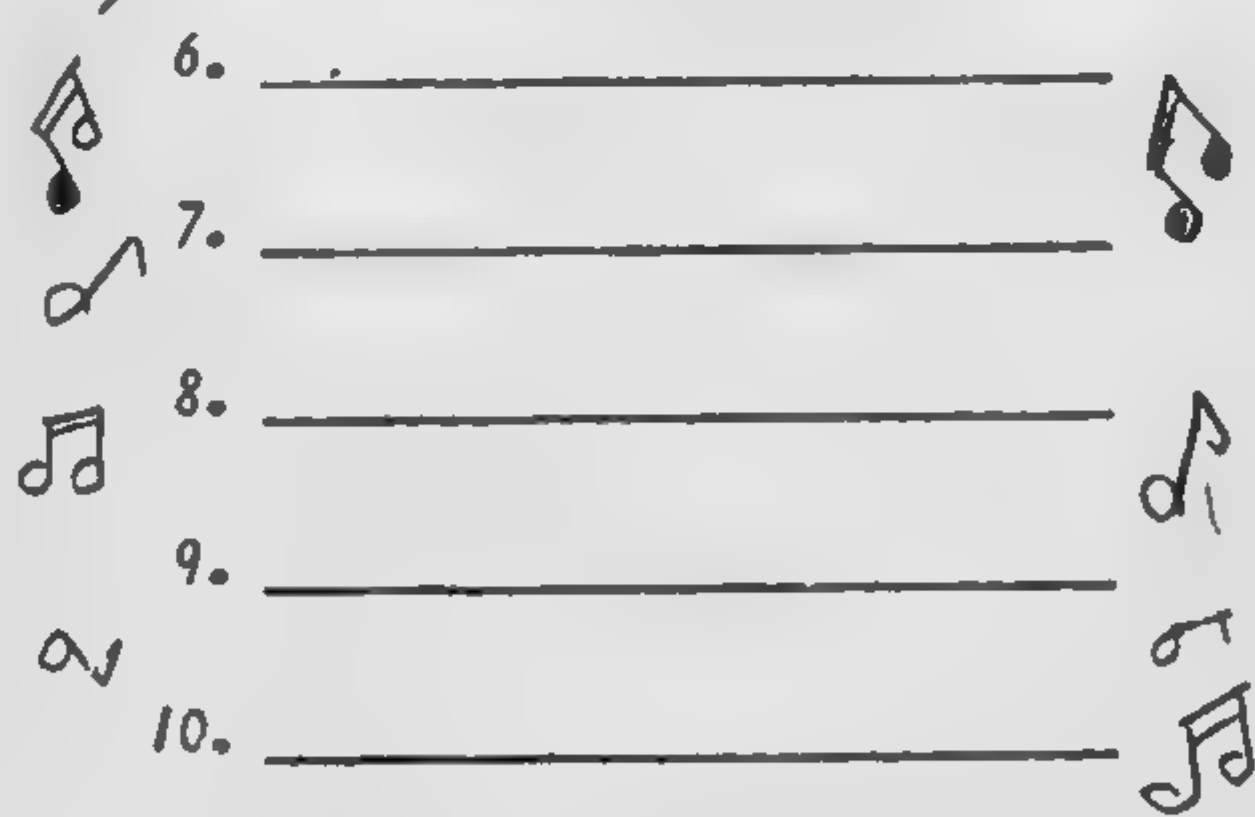
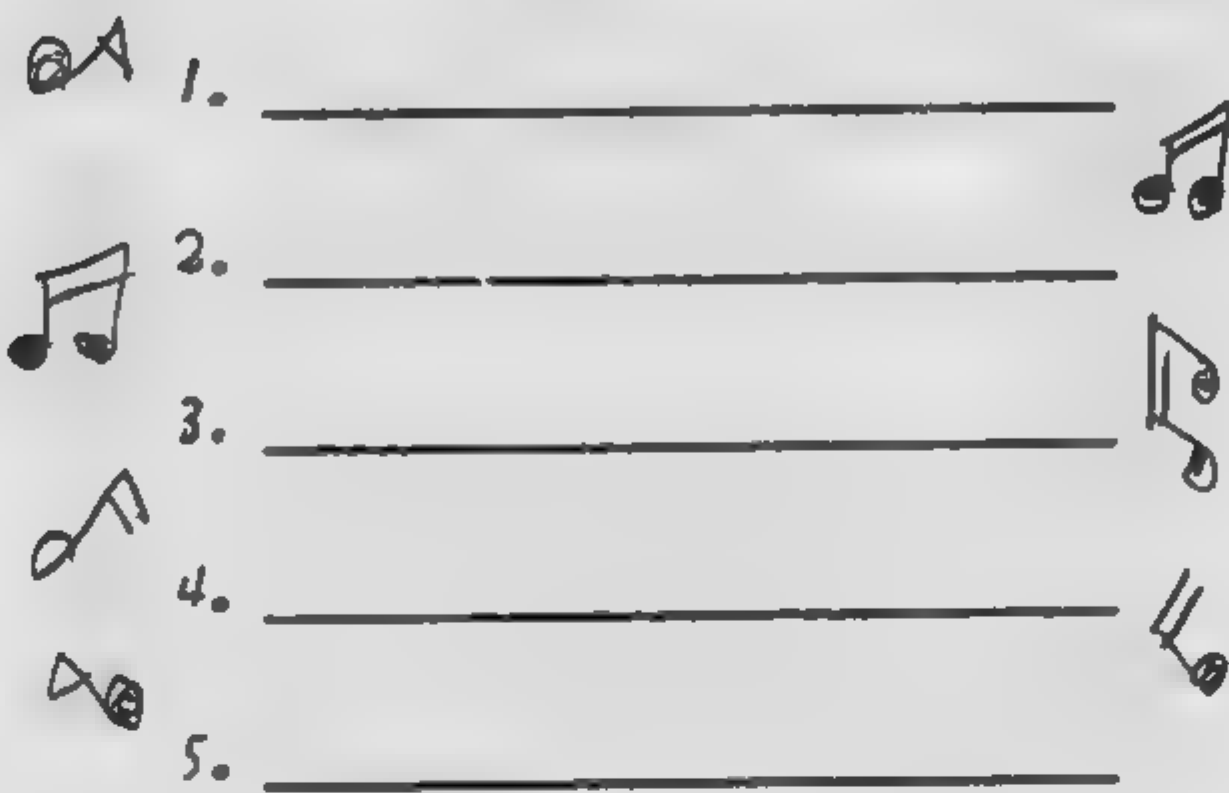
Toastmaster - - - - - Donald Powell

Remarks:

Junior Class President - - - - - Carl Dragna

Senior Class President - - - - - Valentine Wasnock

Supervising Principal - - - Mr. Stephen J. Bamba



## SENIOR

John Bedrin	Carl Kluck
Elizabeth Cosklo	Romayne Kluck
Ruth Cosklo	Carol Kulick
Helen Costello	Anthony Laskowsky
Dorothy Dembrosky	Ronald Latanision
Eugene Dovin	Andrew Lescinsky
Joyce Dovin	Robert Lyman
Faith Fendrock	Shirley Marat
Dorothy Getzie	Joseph Marcavage
Veronica Hannivig	Vera Mikulak
Joann Hoiditch	Edmund Morack
June Hoiditch	John Mozeliak

## GUESTS

Philip Muta	Helen Sefchick
John Novobilski	Joseph Sitko
Marie Petorak	Peter Swinarski
Elizabeth Petrilak	Robert Thornton
John Piatak	Carol Tomasky
Carol Pleska	Edward Uris
Francis Plevyak	Mary Ann Veninsky
Edward Prandzik	John Warhola
Albert Propeack	Valentine Wasnock
Judy Rames	Michaela Waurin
Ronald Rupp	Theodore Wengrin
Mary Anne Rusnak	Beverly Wilk

D D A R Y

My date was \_\_\_\_\_

\_\_\_\_\_e more a \_\_\_\_\_

We went with \_\_\_\_\_

We arrived at \_\_\_\_\_ o'clock

It was a \_\_\_\_\_ night

Our favorite song was \_\_\_\_\_

We left at \_\_\_\_\_ o'clock and then we  
went to \_\_\_\_\_

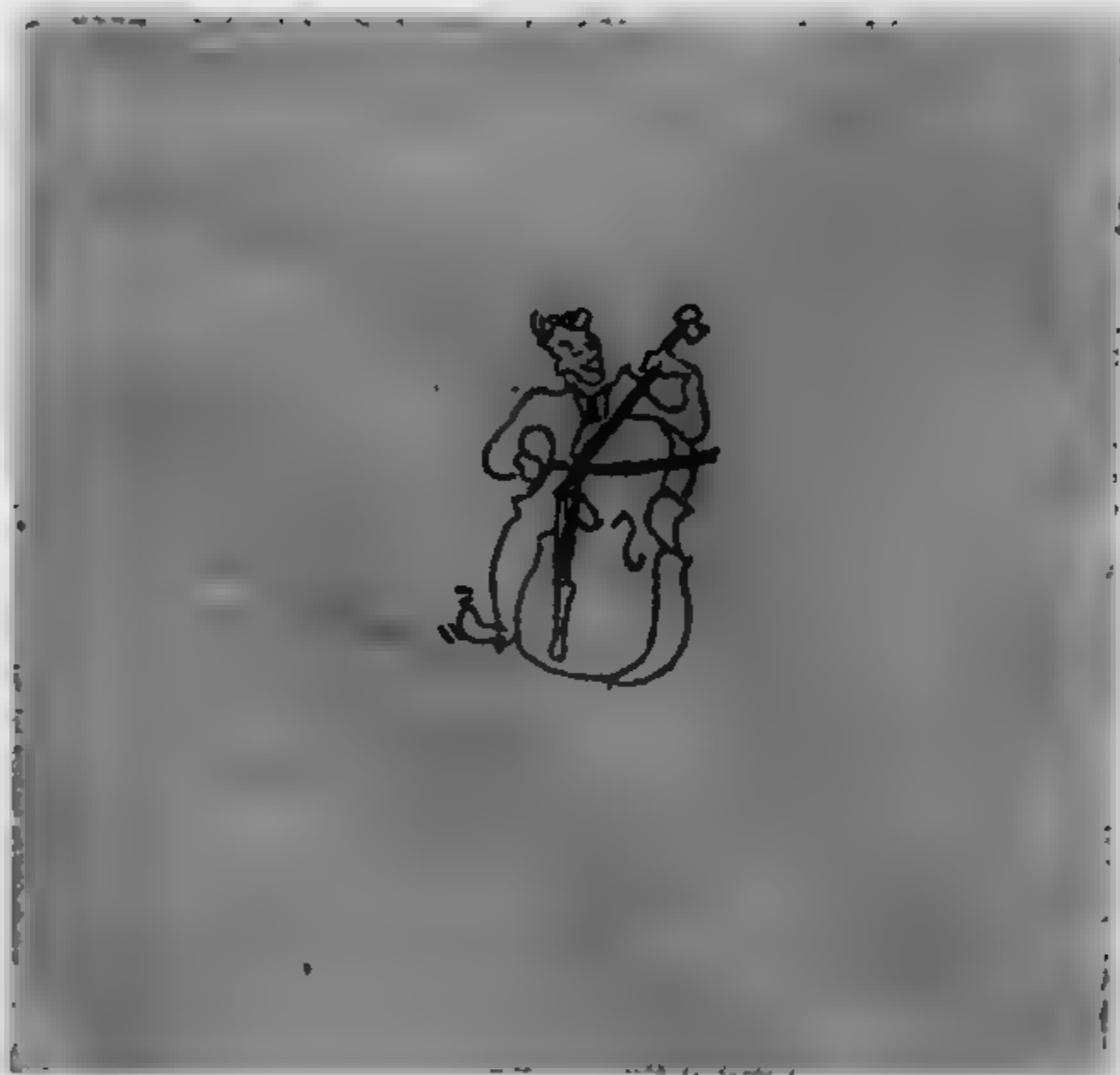
We arrived home at \_\_\_\_\_ o'clock

We were on a stairway to the stars.





297



## SIMPSON

### Senior Class Honor Students Are Announced

Stephen Bambas, supervising principal of Fell Township Schools, announced Wednesday the top honor students of the senior class of Fell High School.

Joseph Hoiditch, son of Mr. and Mrs. Peter Hoiditch, 23 Railroad St., Simpson, has attained the valedictorian honor.

Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson, is the salutatorian.

Honor students, arranged alphabetically, are: Miss Barbara Evanyka, daughter of Mr. and Mrs. Michael Evanyka, Richmondale; Joseph Narcavage, son of Mr. and Mrs. Adam Narcavage, 24 Owego St., Simpson; twins, Donald and Robert Powell, sons of Mr. and Mrs. Walter Powell, Carbondale RD 1; Miss Diane Wallace, daughter of Mr. and Mrs. Michael Wallace, 723 Main St., Simpson.

Fell Township High School will hold its graduation exercises June 8 in the high school auditorium.

Mr. Bambas also announced names of students who were winners in a spelling contest conducted for students of the seventh and eighth grades: Misses Patricia Franks, Anne Marie Weber, Janis Pleska, Linda Sarnoski and Richard Rupp.

These students are now eligible to be contestants in the county spelling contest to be held at Lackawanna Junior College, Scranton, Saturday.

THE SCRANTON TIMES, WEDNESDAY, MAY 24, 1961.

### Fell High Honor Graduates



Times Photo by Daugevelo

Here are the honor graduates of Fell High School, Simpson, who with their classmates will be graduated June 8 during the 55th annual commencement exercises. First row, from left: Barbara Evanyka, Diane Wallace, Carol Werwinski, salutatorian and Joseph Hoiditch, valedictorian. Second row, from left: Robert Powell, Joseph Narcavage and Donald Powell, twin brother of Robert.

### Fell High Commencement Announced for June 8

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Salutatorian is Miss Carol Werwinski, daughter of Mr. and Mrs. John Werwinski, 49 Rittenhouse St., Simpson.

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High school name cards:

Robert S. Powell

all of my life, I have  
had to deal with the fact  
that people in general will  
not recognize that my  
name is S. Robert Powell.  
I think I shall have  
my tombstone done  
now— otherwise it may  
be done incorrectly.

300

Thursday, June 1, 1961.

Page 3



PHOTO ABOVE is one of several taken at recent Fell High Junior-Senior Prom. Front row, Elaine Yankovich, Dorothy Kcenich, Claudia Harris. Second row, Bobby Powell, Donald Powell and Matthew Pintar. (NEWS photo, Mike Zrowka).



'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period *Mrs. Walter Powell*  
2nd Period *Mrs. Walter Powell*  
3rd Period *Mrs. Walter Powell*  
4th Period *Mrs. Walter Powell*  
5th Period *Mrs. Walter Powell*  
6th Period *Mrs. Walter Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.

It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

# Fell Township Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *7th* Room *Ma*

for the school year *1955-56*

*Elizabeth Casey* Teacher

## Certificate of Promotion

I certify that *Robert Powell*

is eligible for promotion to *8th* Grade.

*Elizabeth Casey* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine



**Fell Township Junior-Senior High School Francis Vanisky**  
**REPORT CARD**

~~John J. Vanisky~~ Principal

NAME: Robert Powell ADDRESS: Falls Road R.D.  
 Parent or Guardian \_\_\_\_\_ Grade 8th Room 25 Year 1956-57 Teacher Kathryn Larin Course Jr. High

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Days Absent	0	0	0	0	0	0	0			
Times Tardy	0	0	0	0	0	0	0			
Conduct	95	90	100	100	100	100	100			

**Periods of Six Weeks Each**

	1	2	3	Exam.	Avg.	4	5	6	Exam.	Final Avg.	Cr.
ENGLISH	92	92	93	85	89	93	95	95	84	89	
FRENCH											
LATIN											
PENNSYLVANIA HISTORY											
CIVICS											
WORLD HISTORY											
AMERICAN HISTORY	85	96	96	98	95	97	97	97	92	95	
PROBLEMS OF DEMOCRACY											
GENERAL SCIENCE											
BIOLOGY											
PHYSICS											
CHEMISTRY											
ALGEBRA											
GENERAL MATHEMATICS											
ARITHMETIC	87	92	92	100	94	94	94	94	100	95	
PLANE GEOMETRY											
SOLID GEOMETRY											
TRIGONOMETRY											
COMMERCIAL ARITHMETIC								96			
GEOGRAPHY	93	94	92	100	96	95	96	97		97	
COMMERCIAL GEOGRAPHY											
STENOGRAPHY											
TELEVISION											
COMMERCIAL LAW											
OFFICE PRACTICE											
HOUSEWIFERY											
WOMENAKING											
INDUSTRIAL ARTS	85	84	83	70	78	85	86	87	82	81	
MUSIC	95	93	95	93	94	95	94	96	100	94	
ART	82	84	88	85	85	89	92	93	95	86	
DRIVER EDUCATION											
HEALTH	90	90	88	92	90	95	92	92	97	92	
PHYSICAL EDUCATION	75	81	85		80	83	83	82		82	
EFFORT	100	100				100					

"Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.  
—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period *Mrs. Walter Powell*  
2nd Period *Mrs. Walter Powell*  
3rd Period *Mrs. Walter Powell*  
4th Period *Mrs. Walter Powell*  
5th Period *Mrs. Walter Powell*  
6th Period *Mrs. Walter Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.  
It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.  
Parents are cordially invited to visit the school.

# Fell Township Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *8th* Room *25*

for the school year *1956-1957*

*Kathryn Lavin* Teacher

## Certificate of Promotion

I certify that *Robert Powell*

eligible for promotion to *Ninth* Grade.

*Kathryn Lavin* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine

# Fell Township Junior-Senior High School

## REPORT CARD

Francis Vanisky  
Principal

NAME: Powell, Robert ADDRESS: R.D. #1 Carls

Parent or Guardian: Walter Grade: 9A Room: 1 Year: 1957-58 Teacher: J.J.W. Course: 6

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Days Absent	0	0	0	0	0	1/2	0	0	0	0
Times Tardy	0	0	0	0	0	0	0	0	0	0
Conduct	95	100	100	100	100	100	100	100	100	100

### Periods of Six Weeks Each

	1	2	3	Exam.	Avg.	4	5	6	Exam.	Final Avg.	Gr.
ENGLISH	90	90	90	100	94	90	93	93	93	93	Gr.
FRENCH											
LATIN											
PENNSYLVANIA HISTORY	90	95	90	91	91.3					91.3	X
CIVICS						95	95	95	95	95	1/2
WORLD HISTORY											
AMERICAN HISTORY											
PROBLEMS OF DEMOCRACY											
GENERAL SCIENCE	88	93	94	95	93	96	96	93	97	94.2	
BIOLOGY											
PHYSICS											
CHEMISTRY											
ALGEBRA I	84	84	87	85	85	79	84	94	85	85	1
GENERAL MATHEMATICS											
ARITHMETIC											
PLANE GEOMETRY											
SOLID GEOMETRY											
TRIGONOMETRY											
COMMERCIAL ARITHMETIC											
GEOGRAPHY											
COMMERCIAL GEOGRAPHY											
STENOGRAPHY											
TYPEWRITING											
COMMERCIAL LAW											
OFFICE PRACTICE											
BOOKKEEPING											
HOMEMAKING											
INDUSTRIAL ARTS	80	85	86	82	83	85	85	78	86	83	X
MUSIC	85	85	85	93	88.2	85	85	85	98	89	X
ART	88	89	90	90	89	90	90	94	97	93	X
DRIVER EDUCATION											
HEALTH	86	94	92	97		92	95	95	90	94	
PHYSICAL EDUCATION	78	80	85			87	80	85		83	
EFFORT											

88.21

Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

Powell, Robert  
Grade 9 Room 1  
for the school year 1957-58  
John J. Marslack Teacher

Certificate of Promotion

I certify that Robert Powell  
is eligible for promotion to 10th Grade.  
Stephen J. Bambas Teacher

The heights by great men reached and kept  
Were not attained by sudden flight,  
But they, while their companions slept,  
Were toiling upward in the night.  
Longfellow's—The Ladder of St. Augustine

'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period Mrs. Walter S. Powell  
2nd Period Mrs. Walter S. Powell  
3rd Period Mrs. Walter S. Powell  
4th Period Mrs. Walter S. Powell  
5th Period Mrs. Walter S. Powell  
6th Period Mrs. Walter S. Powell

The parent or guardian is respectfully requested to examine  
and sign this report each period and have it returned to  
the teacher.

It is hoped that this examination will be carefully performed  
and that parents will co-operate with the teacher in all  
efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

307

# Fell Township Junior-Senior High School

Francis Vanisky  
Principal

## REPORT CARD

NAME: Powell, Robert S.		ADDRESS: R.D. #1 Carbondale, Pa.								
Parent or Guardian	Grade	Room	Year	Teacher				Course		
Walter	10	1	1958-59	J. J. Werwinski				A		
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Days Absent	0	0	0	0	0	0	0	0	0	0
Times Tardy	0	0	0	0	0	0	0	0	0	0
Conduct	100	100	100	95	95	95	99	100	100	100
Periods of Six Weeks Each										
	1	2	3	Exam.	Avg.	4	5	6	Exam.	Final Avg. CR.
ENGLISH I	80	81	86	89	85	85	86	84	84	85 - 1
FRENCH										
LATIN										
PENNSYLVANIA HISTORY										
CIVICS										
WORLD HISTORY	90	95	90	91	94	90	90	90	88	92 - 1
AMERICAN HISTORY										
PROBLEMS OF DEMOCRACY										
GENERAL SCIENCE										
BIOLOGY	94	95	97	99	96.7	96	96	94	93 1/2	96.8 - 1
PHYSICS										
CHEMISTRY										
ALGEBRA I	89	82	88	80	83.8	90	92	95	98	89.2 - 1
GENERAL MATHEMATICS										
ARITHMETIC										
PLANE GEOMETRY										91.6
SOLID GEOMETRY										
TRIGONOMETRY										
COMMERCIAL ARITHMETIC										
GEOGRAPHY										
COMMERCIAL GEOGRAPHY										
STENOGRAPHY										
TYPEWRITING I	89	93	95	98	95	98	94	96	98	96 1/2
COMMERCIAL LAW										
OFFICE PRACTICE										
BOOKKEEPING										
HOMEMAKING										
INDUSTRIAL ARTS	80	81	82	78	80	83	83	84	92	84 1/2
MUSIC										
ART (3)	89	90	91	96	92	93	93	93	89	93 1/2
DRIVER EDUCATION										
HEALTH	93	89	96	97		97	95	95	97	96
PHYSICAL EDUCATION	80	88	80			84	87	82		82
SPORT										
					90					
						90.3				



'Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period

*Mrs. Walter S. Powell*

2nd Period

*Mrs. Walter S. Powell*

3rd Period

*Mrs. Walter S. Powell*

4th Period

*Mrs. Walter S. Powell*

5th Period

*Mrs. Walter S. Powell*

6th Period

*Mrs. Walter S. Powell*

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It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

# Fell Township Junior-Senior High School

STEPHEN J. BAMBAS

SUPERVISING PRINCIPAL

## Six-week Term and Annual Report of

Powell, Robert S.

Grade 10

Room 1

for the school year 1958-59

J. J. Merwinski

Teacher

## Certificate of Promotion

I certify that

*Robert Powell*

is eligible for promotion to 11th Grade.

*John D. Merwinski*, Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine



Robert Powell

**Francis V. Vaniosky, Principal**

Yr. 1959-60 Grade UCourse ACA-EMIC

[illegible]**Conduct Ratings: 1. Excellent**

2. Good 3. Fair 4. Poor

"This education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period *Mrs. Walter S. Powell*  
2nd Period *Mrs. Walter S. Powell*  
3rd Period *Mrs. Walter S. Powell*  
4th Period *Mrs. Walter S. Powell*  
5th Period *Mrs. Walter S. Powell*  
6th Period *Mrs. Walton S. Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.  
It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.  
Parents are cordially invited to visit the school.

Fell Township  
Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*  
Grade *11* Room *1*  
for the school year *1959-1960*  
*Ma. Wearynski* Teacher

Certificate of Promotion

I certify that *Robert Powell*  
is eligible for promotion to *12<sup>th</sup>* Grade.  
*John J. Wearynski* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.  
Longfellow's—The Ladder of St. Augustine

**Exams V-Vendry, Pictorial**

Pupil Robert Powell

Yr. 1966-67 Grade 11 Course Applied

Periods:	Conduct						Grade		
	1	2	3	4	5	6	1	2	3
English IV	1	1	1	2	1	1	85	83	83
French 2	1	2	1	1	1	1	96	96	97
Prob. of Dem.	1	1	1	1	1	1	83	98	98
Chemistry	1	1	1	1	1	1	85	91	90
Solid Geom.	1	1	1	1	1	1	95	92	87
Trigonometry									
Stenography									
Office Practice									
Com'x. Law									
Home Econom.									
Industrial Arts									
Art									
World culture									
Physical Ed.	2	2	1	2	2		95	90	90
Health	2	2	1	2	1		93	97	96
Days Present	18						30	30	30
Days Absent	0						0	0	0
Times Tardy	0						0	0	0

[illegible]

### Conduct Ratings: 1. Excellent

2. Good 3. Fair 4. Poor

312

"Tis education forms the common mind  
Just as the twig is bent, the tree's inclined.

—From Pope's Moral Essays

Signature of Parent or Guardian

1st Period

*Mrs. Walter S. Powell*

2nd Period

*Mrs. Walter S. Powell*

3rd Period

*Mrs. Walter S. Powell*

4th Period

*Mrs. Walter S. Powell*

5th Period

*Mrs. Walter S. Powell*

6th Period

*Mrs. Walter S. Powell*

The parent or guardian is respectfully requested to examine and sign this report each period and have it returned to the teacher.

It is hoped that this examination will be carefully performed and that parents will co-operate with the teacher in all efforts made for the improvement of the school.

Parents are cordially invited to visit the school.

11

## Fell Township Junior-Senior High School

STEPHEN J. BAMBAS  
SUPERVISING PRINCIPAL

Six-week Term and Annual Report of

*Robert Powell*

Grade *12th*

Room *8*

for the school year *1960-1961*

*Demetrius Jarris* Teacher

### Certificate of Promotion

I certify that *Robert Powell*

is eligible for promotion to *Graduate*

*Demetrius Jarris* Teacher

The heights by great men reached and kept  
Were not attained by sudden flight.  
But they, while their companions slept,  
Were toiling upward in the night.

Longfellow's—The Ladder of St. Augustine

The Senior Class of  
 Fall Township High School  
 announces its  
 Commencement Exercises  
 Thursday evening, June the eighth  
 nineteen hundred sixty-one  
 at eight-fifteen o'clock  
 High School Auditorium



**FIFTY-FIFTH ANNUAL COMMENCEMENT****Thursday Evening, June 8, 1961****( Honor Roll )****Joseph M. Hoiditch, Valedictorian  
Carol A. Werwinski, Salutatorian****Diane H. Wallace  
Barbara A. Evanyka  
Joseph A. Narcavage  
Donald W. Powell  
S. Robert Powell  
Geraldine Powell  
Claudia Harris  
Carole S. Pierce  
Dorothy Kcenich****CLASS OFFICERS****Joseph J. Pecko, President  
Joseph J. Sladicka, Vice-President  
Carole S. Pierce, Secretary  
Donald W. Powell, Treasurer****CLASS ADVISORS****Mr. John Werwinski  
Mr. George Zurine****CLASS FLOWER****Lily of the Valley****CLASS COLORS****Green and White**



CLASS OF 1961

Ann Marie Banko  
 Fred T. Barish  
 Ann Marie Bishop  
 John J. Chupeck  
 John J. Dembrosky  
 Carl R. Dragwa  
 Barbara A. Evanyka  
 James M. Gerchman  
 Claudia Harris  
 Donald Heffner  
 Joseph Michael Hoiditch  
 Joanne C. Hopey  
 Alice T. Jaczynski  
 Dorothy Kcenich  
 Andrew J. J. Kulick  
 Michael Kutch  
 Elizabeth A. Lesniewski  
 George A. Lupyak  
 Martha Morack  
 Joseph A. Narcavage  
 Joseph J. D. Pecko  
 Andrew D. Petrilak  
 Carole S. Pierce  
 Matthew J. Pinter  
 Donald W. Powell  
 S. Robert Powell  
 Geraldine Powell  
 Jerome R. Rupp  
 Catherine B. Sisko  
 Joseph J. Sladicka  
 Jerome R. Slick  
 Joann Somple  
 Dennis Soroka  
 Delores Surace  
 Bernard E. Vanisky  
 Diane H. Wallace  
 Dorothy A. Warhola  
 Carol A. Werwinski  
 Elaine Yankovich  
 Patricia A. Yarnes  
 Anthony F. Yavorosky  
 Zyprian Yusavage  
 Rita Zurine



## The Commencement Program

Theme: Looking at Our Problems

Academic Processional	-	-	-	Orchestra
Overture	-	-	-	Orchestra
Changing Ways of American Life	-	Carol A. Werwinski		
Problems of American Youth	-	Barbara W. Evanyka		
"The Happy Wanderer" (Ridge)	-	-	Senior Class	
Socialized Medicine	-	-	Diane H. Wallace	
World War III?	-	-	Donald W. Powell	
Federal Aid for Education	-	-	Joseph A. Marcavage	
Musical Selection	-	-	-	Orchestra
Mantle Oration	-	-	-	S. Robert Powell
Mantle Response	-	-	-	Anastasia Kwal
"Whispering Hope" (Hawthorne)	-	-	Senior Class	
The Challenge of Liberty	-	-	Joseph M. Hoiditch	
Musical Selection	-	-	-	Orchestra
Presentations: Diplomas and Awards	-	-	-	Mr. Stephen J. Bamba Supervising Principal
"Good Bye High School" (Richardson)	-	Senior Class		
"The Star Spangled Banner"	-	-	Class and Audience	
Recessional	-	-	-	Orchestra

- - \* - -

← Text  
of my  
remarks  
given  
hereafter.

R. Powell

317

1963  
5-17-61

MANTLE ORATION

~~We Must Unite to Solve our Common Problems - Peace & Health~~

~~The present is one of the supreme moments of challenge of all times.~~ The challenge of the problems of peace and health is the most commanding which our society has ever had to face. It is of such magnitude that the full impact of the challenge finds us confused, uncertain and fearful. ~~We must not resort to physical means as the solution to these problems.~~ <sup>To see</sup> ~~However,~~ <sup>it seems unwarranted, for</sup> the past is littered with the wreckage of nations and empires <sup>that</sup> ~~which~~ tried to meet their problems ~~of their times~~ <sup>these</sup> by physical means alone. <sup>It is imperative for us:</sup> Unless we can <sup>solve these challenges on</sup> rise to greatness and lift our ~~answers~~ <sup>to</sup> an intellectual and ethical level, <sup>or</sup> ~~our fate will be the fate of the nations that preceded us in history.~~ <sup>that forgotten or (has been)</sup> (The issues of our times will ~~not~~ be determined, not at the physical, but at the ethical and social level.) <sup>Quit?</sup> Material power and dollars and military strength may preserve us temporarily; but the dynamic tensions of our society can be relieved only by moral and social wisdom, and that kind of wisdom cannot be made in a test tube or won by the brilliant process of nuclear physics.

The problem of peace in this generation is to discover the common interests, the overlapping areas of curiosity, the sympathies, the aspirations, and the mutual advantages that bind the human race together regardless of ideologies or boundary lines. The search for these rallying points of unity, the development of new techniques and areas of co-operative action where ideas and experiences can be pooled and combined - <sup>should be constantly explored -</sup> this is the foundation of the ultimate structure of our united society. (?)

(?) *Introduce*  
*Looking at*  
*our health*  
*problem*

R. Powell 318

The problem of health is <sup>foremost</sup> of a common

One of the common problems for all races is that of health.

Health is something that all <sup>man kind</sup> ~~men~~ desires. Cancer and <sup>heart disease</sup> scarlet fever

have no political ideology. Infantile paralysis is the same in

Moscow as it is in Washington, and human sorrow is no less touching

in one city than in the other. <sup>Shanghai?</sup> The world of disease and misery is not divided, it is a common world. (?)

Simpson

That is true of health is also true in the field of science and <sup>in the</sup> humanities. There are no German or Swedish enzymes, no <sup>Russian</sup> ~~German~~ or

Chinese mesons. The laws of physics, chemistry or mathematics are

not the property of any group or nation. Dostoyevski, Shakespeare,

Dvorak, Wiltson, Beethoven, and Tchaikovsky belong to the world

just as the spiritual ideals of Ghandi <sup>h</sup> have now become the heritage

of mankind. In spite of all evidences to the contrary, the problems

that divide the world are trivial as compared to the things that

unite it. The people the world over are dominated by a passionate

hope for peace and security and a better life. Faced with this

desire they must unite and integrate more closely than ever before.

This will not be easy to do for it requires a pooling of resources,

economic as well as political, to an extent we have not yet come to

realize. We have to agree on plans and execute them jointly in every

continent by methods which we explain together, if not in the same

words, at least in the same tone and with the same purpose.

This is not only a crisis of policies for the world but also a crisis of confidence in our values. <sup>the values of man everywhere</sup> If we can reinforce this con-

fidence we shall still need the unity to express it. If we do not

draw together quickly, with the hope of solving our common problems,

we shall drift until we are suddenly apart. This is our choice. (?)

The alternative is more deadly than we have ever known.

R. Powell.

319

Tonight, I have been given the great honor to pass this academic mantle on to you, our successors the class of 1962. We trust that you as seniors will endeavor to cherish the ideals and traditions of which it is a symbol, and that you will continue to co-operate in sharing all the responsibilities in upholding your Alma Mater, Fell High School.

We wish this mantle to stand first of all for honor and integrity of its graduates as well as for the manhood and courage of the sons and daughters of our Alma Mater. It should be reminiscent to you at all times of the necessity of diligent and unceasing toil for true success. Those who have put their hearts and souls and have done their best during the past four years, tonight, can feel relieved and gay. Those who took school life too lightly, who have disrespected authority, must indeed have little peace of mind.

Tonight we the class of 1961 place this mantle in your hands, the Class of 1962, knowing that in leaving our Alma Mater, you will endeavor to be worthy recipients of its educational values, so essential in this day and age. We feel that you, with your high ideals, industry and perseverance will ever strive to make our beloved High School stand for all that is best in life.

## MANTLE ORATION

The challenge of the problems of peace and health is the most commanding which our society has ever had to face. It is of such magnitude that the full impact of the challenge finds us confused, uncertain, and perhaps even a bit fearful. To use physical means alone as the solution to these problems seems unwarranted, for the past is littered with the wreckage of nations and empires that tried to meet the problems of their times by these means alone. It is imperative for us to rise to greatness and solve these challenges on an intellectual and ethical level or our fate will be that of those forgotten nations who preceded us in history.

The problem of peace in this generation is to discover the common interests, the overlapping areas of curiosity, the sympathies, the aspirations, and the mutual advantages that bind the human race together regardless of boundary lines or ideologies. The search for these rallying points of unity, the development of new techniques and areas of co-operative action where ideas can be pooled and combined should be constantly explored- this, therefore, is the ultimate structure of our united society.

One of the foremost problems for all races and peoples is that of health. Health is something that all mankind desires. Cancer and heart disease have no political ideology. Infantile paralysis is the same in Washington as it is in Moscow or in Simpson and human sorrow is no less touching in one city than the other. The world of disease and misery is not divided, it is a common world.



What is true of health is also true in the fields of science and humanism. There are no German or Italian enzymes, no American or Russian mesons. The laws of physics, chemistry, and mathematics are not the property of any nation or group. Dostoyevski, Shakespeare, Dvorak, Milton, Beethoven, Tchaikovsky- all belong to the world, just as the spiritual ideals of Gandhi have now become the heritage of mankind.

In spite of all evidences to the contrary the problems that divide the world are trivial as compared to the ones that unite it. People the world over are dominated by a passionate hope for peace, security and a better life. Faced with this desire they must unite and integrate more closely than ever before. This will not be easy to do, for it requires a pooling of resources, economic as well as political to an extent we have not yet come to realize. We have to agree on plans and execute them jointly in every continent, by methods we explain together, if not in the same words, at least in the same tone and with the same purpose. This is not only a crisis of policies for the world but also a crisis of confidence in our own values and the values of man everywhere. It is up to us. If we can reinforce this confidence we shall still need the unity to express it. If we do not draw together quickly, with the hope of solving our common problems we shall drift until we are suddenly apart. This is our choice. The alternative is more deadly than we have ever known.

Tonight I have been given the great honor of passing this academic mantle on to you, our successors, the class of 1962. We trust that you as seniors will endeavor to cherish the ideals and traditions of which it is a symbol and that you will continue to co-operate in sharing all the responsibilities in upholding our Alma Mater, Fell High School.

We wish this mantle to stand first of all for the honor and integrity of its graduates as well as for the manhood and courage of the sons and daughters of our Alma Mater. It should be reminiscent to you at all times of the necessity of diligent and unceasing toil for true success. Those who have put their hearts and souls into their work and who have done their best during the past four years tonight can feel relieved and gay. Those who have taken school work too lightly and who have disrespected authority must indeed have little peace of mind.

Tonight we have placed this mantle in your hands, knowing that in leaving our beloved high school you will endeavor to be worthy recipients of its educational values, so essential in this day and age. We feel that you with your high ideals, industry, and perseverance will ever strive to make our beloved high school stand for all that is truly beneficial, worthwhile and best in life.

# THE COMMONS OF THE STATE OF PENNSYLVANIA



S. Robert Howell

has completed in a satisfactory manner a Course of Study as prescribed for  
Fell-Township High School, and is entitled to receive this

## DIPLOMA

Given by Authority of the Board of Education, at Simpson, Pennsylvania,  
this Eighth day of June, A. D., One thousand nine hundred sixty one

Stephen L. Bannin  
SUPERINTENDING PRINCIPAL

Chester Stungie  
PRESIDENT BOARD OF EDUCATION  
Frank J. Kopp  
SECRETARY BOARD OF EDUCATION

# Simpson News

## Fell Commencement Exercises Held At School Auditorium

The 35th annual commencement exercises of Fell Township High School was held Thursday evening of last week in the school auditorium. Diplomas and awards were presented by Stephen J. Barnbas, supervising principal.

Joseph M. Hoiditch was valedictorian and Carol A. Werwinski salutatorian. Other honor students were: Diane H. Wallace, Barbara A. Evanyka, Joseph A. Narcavage, Donald W. Powell, S. Robert Powell, Geraldine Powell, Claudia Harris, Carole S. Pierce and Dorothy Kcenich.

The class roll was as follows:

Ann Marie Banko, Fred T. Berish, Ann Marie Bishop, John J. Chupeck, John J. Dembrosky, Carl R. Dragwa, Barbara A. Evanyka, James M. Gurchman, Claudia Harris, Donald Heffner, Joseph M. Hoiditch.

Joanne C. Hopey, Alice T. Jacynski, Dorothy Kcenich, Andrew J. J. Kulick, Michael Kutch, Elizabeth A. Lesniewski, George A. Lopyak, Martha Morack, Joseph A. Narcavage, Joseph J. D. Pecko, Andrew D. Petrilak.

Carole S. Pierce, Matthew J. Pinter, Donald W. Powell, S. Robert Powell, Geraldine Powell, Jerome R. Rupp, Catherine B. Sisko, Joseph J. Sladicka, Jerome R. Slick, Joann Sample, Dennis Soroka.

Delores Surace, Bernard E. Vansky, Diane H. Wallace, Dorothy A. Warhola, Carol A. Werwinski, Elaine Yankovich, Patricia A. Yarnes, Anthony F. Yavorosky, Zyrian Yusavage and Rita Zurine.

The theme of the commencement program was "Looking At Our Problems." Members of the class were the speakers.

Class officers are: Joseph J. Pecko, president; Joseph J. Sladicka, vice president; Carole S. Pierce, secretary, and Donald W. Powell, treasurer.

John Werwinski and George Zurine are class advisors.



FELL CLASS OF 1961 HOLDS REUNION - Photo was taken at Montdale Country Club on occasion of 10th anniversary of graduation of class. Seated, left to right, James P. Burns, Mrs. Burns, Catherine Siscoe Stanton, Betty Lesniewski Zollman, Jerry Powell Rupp, Martha Morack Ondrako, Carol Werwinski Prebich, Rita Zurine Fitzsimmons, Joan Hopey Liesiewski, Claudia

Harris Sladicka and Barbara Evanyka Totsky Standing, Fred Berish, Anthony Yavorosky, Jerry Rupp, Eugene Slick, Matthew Fintar, Barbara Gallick Fisher, Elaine Yankovich Phillips, Donald Heffner, Carol Pierce Narcavage, Joseph Narcavage, John Dombrowsky, Joseph Sladicka, Carl Dragwa and Joseph Hoidtch. (NEWS photo by Ros-AI).

# THE PENNSYLVANIA STATE UNIVERSITY

DIVISION OF COUNSELING

PROFILE OF ACADEMIC ABILITIES

326

425

POWELL SILAS ROBERT  
STUDENT NAME

7433-61-01  
STUDENT NUMBER

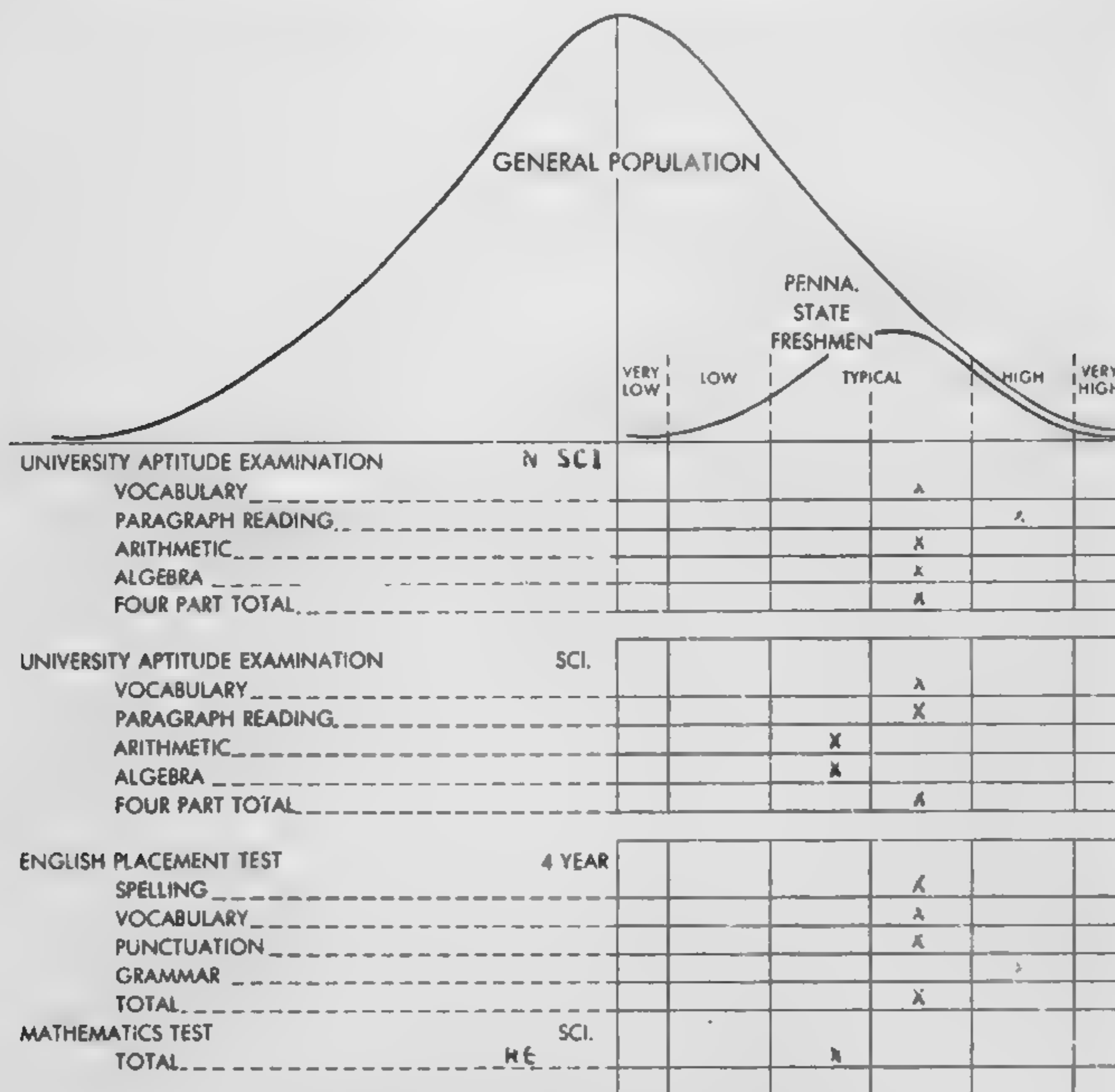
1  
H S  
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2 51  
YEAR  
OF EST

SEX

1  
TERM

348 H21



PREDICTED RANGE OF STUDENTS FIRST TERM GRADE AVERAGE  
PROBABILITY (IN PERCENTS) OF ACHIEVING ABOVE A GIVEN GRADE

GRADE POINT AVERAGE ➡	1.40	1.60	1.70	2.00	2.25	2.50	2.75	3.00	3.50
SCIENCE	91	84	80	65	50	34	21	12	*
NON-SCIENCE	98	95	93	84	73	58	42	28	08

\*Less than 5%

DROP

PROB

C.

B

DEANS  
LIST

AVERAGE REQUIRED FOR GRADUATION





## *The American's Creed*

*By William Tyler Page*

**I** believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

**I** therefore believe it is my duty to my Country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.



Presented to ROBERT POWELL with congratulations upon High School graduation. May the future bring you success, happiness and achievement in the highest ideals of American citizenship.

*William W. Dawson*

*Member of Congress  
Tenth District of Pennsylvania*

# FIELD ENTERPRISES EDUCATIONAL CORPORATION

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of this Book

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CARBONDALE PA

*check for Aug 7 8, 1961*

QUAN	PRICE	QUAN	PRICE	ITEM	QUAN	PRICE	ITEM	QUAN	PRICE
1	179.00	7.10	3.09	TOTAL	189.25	LESS DOWN PAYMENT	36.00	BALANCE DUE	153.25
P								PAY PER MONTH	10.00
								SEE BACK COVER FOR DISCOUNT OFFER	SEP/16/61

*This is the receipt for the word Book  
Encyclopedia set. Mom + Dad did do  
all that they could to foster learning.*

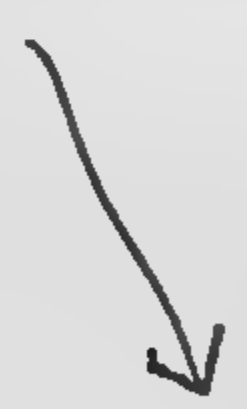
## TERM PAPERS AND REPORTS

(written by S. Robert Powell while a student at Fell Township Junior/Senior High School, Simpson, PA 18407)

1. "Social Security Benefits in the United States Past-Present-Future"; January 3, 1960, Problems of Democracy, taught by Mrs. Lillian Washeleski
2. Book Reports, written for Mrs. Lillian Washeleski:  
"The Exile" by Pearl S. Buck  
"Of Mice and Men" by John Steinbeck  
"The Road to War (America 1914-1917)" by Walter Millis  
"The DuPont Dynasty" by John K. Winkler
3. "Crystals and Crystal Growing"; April 29, 1960, English III, taught by Mrs. Lillian Washeleski
4. "I Speak for Democracy"; written for the essay contest of that name.
5. "The Challenge of a Loyal American"; Mantle Oration, delivered by SRP at the graduation ceremonies of the class of 1961.
6. Worksheets for French class; 13 sheets
7. Drawings and sketches

330

[Very very excellent]  
A+



A+  
Very very excellent

331

SOCIAL SECURITY BENEFITS IN THE UNITED STATES  
PAST-PRESENT-FUTURE

Submitted by Robert Powell

January 3, 1960

Problems of Democracy  
Hour 2

#### PREFACE

The information included in this research paper has been obtained from several sources. The majority coming from the pamphlets I received at the Carbondale Social Security Office, The United States World Report, The World Almanac, and the Information Please Almanac, as well as from my own personal book collection.

The value and importance which I derived from preparing this research paper have shown me to a much better understanding the workings and benefits of the Social Security program in the United States and I hope that through this research paper I am able to pass on some of the valuable knowledge I obtained from preparing it.



## INTRODUCTION

Social security is relatively recent, but the idea is not new. In the middle ages, the craft guilds dispensed benefits for sickness and death. Later, trade unions provided some relief for their members. But most wage earners in time of stress had to fall back on charity. France set up a voluntary unemployment insurance system in 1850. In 1880 England passed the Employer's Liability Act. In 1883 Germany made accident insurance compulsory, and soon it added sickness insurance and old-age benefits. Compulsory unemployment insurance was first adopted by England in 1911. Today practically every country in Europe and America as well as the British dominions has social insurance in some form.

Social insurance is a form of social legislation designed to protect the gainfully occupied individual and his family against costs or losses resulting from such risks as industrial injury or disease, sickness of a temporary character, maternity, unemployment, old-age, or death. Social insurance provides cash benefits or health services for persons who have lost all or a substantial part of their earning capacity, or whose earning capacity is endangered, and for the dependents of such insured persons. In contrast to public assistance and relief, the conditions for receipt of social insurance benefits are explicitly set forth in the law. When the specified contingency occurs, the benefits are furnished without a test as to the resources of the beneficiary.

Many working people have small incomes and can save very little. Their money is soon used up if they become sick or lose their jobs. Often they have nothing for their old-age. To help them, most modern nations have set up systems of state aid. A complete system of social security covers all the hazards of life "from the cradle to the grave."

Social insurance works like private insurance. It spreads risks and costs among a large number of people. It differs from private insurance chiefly in being compulsory. The government raises the funds by taxation and pays the benefits.

## TABLE OF CONTENTS

Social Security Administration.....	1
What does Social Security Offer .....	3
Growth of Social Security .....	9
Old-Age, Survivors, and Disability Payments .....	12
Unemployment Insurance and Employment Services .....	18
Four Times For Action .....	23
How to Protect My Social Security Account .....	24
How to Estimate Your Social Security Payments .....	25
Questions and Answers .....	29
Social Security--About to Expand Again .....	34
Social Security Amendments for 1960 .....	35
The Future of Social Security .....	46

336

PART 1

SOCIAL SECURITY ADMINISTRATION

## SOCIAL SECURITY ADMINISTRATION

The Social Security Administration, part of the Department of Health, Education and Welfare, carries responsibility for all the programs under the Social Security Act except unemployment insurance, for activities related to children under an Act of Aug. 9, 1912, and for credit union operations under the Federal Credit Union Act. The commissioner of Social Security is Charles L. Schottland. Under his direction, four bureaus in the Social Security Administration carry on the functions of the specific programs.

The only completely Federal program under the Social Security Act—old-age, survivors, and disability insurance is administered by the Bureau of Old-age and survivors insurance, which has headquarters in Baltimore, Md., 9 area offices, and 558 district offices located in cities and towns.

The Bureau of Public Assistance carries responsibility for Federal grants in aid to the states to help finance their programs for the needy aged, the needy blind, needy children deprived of parental support, and permanently and totally disabled persons in need.

The Children's Bureau is charged with responsibility for the Federal aspects of the Federal state programs providing services to children and for research on matters relating to child life.

The Bureau of Employment Security, responsible for Federal phases of the Federal-state programs of unemployment insurance and employment service, was part of the Social Security Administration until Aug. 1949, when it was transferred to the Dept. Of Labor.

The Bureau of Federal Credit Unions is responsible for chartering, examining, and supervising Federal Credit Unions. These unions charter and supervise voluntary cooperative associations to promote thrift among members and provide loans. Large numbers of credit unions are found among employees of Federal, state and public utilities. On December 31, 1956, about 8,350 chartered Federal credit unions were in operation with a total membership of 4,502,200.

The administration has program bureau representatives in the nine regional offices of the Department of Health, Education, and Welfare, namely: Boston, New York City, Charlottesville, Chicago, Atlanta, Kansas City, Dallas, Denver, and San Francisco.<sup>1</sup>

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<sup>1</sup> The World Almanac and Book Of Facts, 1960, p.655.



339

PART 11

WHAT DOES SOCIAL SECURITY OFFER?

### WHAT DOES SOCIAL SECURITY OFFER?

The social security tax you pay gives you three different kinds of protection; (1) retirement benefits, (2) survivor's benefits, and (3) disability benefits.

**Retirement Benefits.** A man becomes eligible for an old-age benefit at age 65, if he has retired under the definition in the law. A woman worker also is eligible for a full old-age benefit at 65, but she may retire at 62 and get 80% of her full benefit for the rest of her life. The closer she is to age 65 when she starts collecting her benefit the larger the fraction of her full benefit she will get.

The amount of the old-age benefit you are entitled to is the key to all other benefits under the program. The old age benefit is based on average monthly earnings, generally those after 1950.

If your wife is younger than you, but not under 62, she can draw a reduced benefit that depends on the number of months before she will be 65. If she draws her benefit when she is 62, she will get about  $\frac{3}{8}$  of your basic benefit, or \$39.40. She will get this amount for the rest of her life, unless you should die first; then she can start getting the full widow's benefit, described below.

If your wife is entitled to a worker's old age benefit on her own earnings she can draw whichever-the worker's or the wife's-is larger. No one can draw two benefits at the same time.

If you have children under 18 years when you retire, they will get a benefit equal to half your benefit, and so will your wife, in that case even if she is under 62.

However, total benefits based on your earnings cannot be more than \$254.10 a month or 80% of your average monthly wage. When your children reach age 18, their benefit will stop, except a benefit that is going to a child who is permanently or totally disabled. Such a child can continue to get his benefit as long as his disability meets the definition in the law.

If you are a woman worker entitled to an old age benefit and you have a dependent husband aged 65 or over, he may draw a benefit similar to a wife's benefit at 65.

**Survivors Benefits.** This feature of the social security program gives you valuable life insurance protection- in some cases over \$30,000 worth. The amount of protection is again geared to what the worker would be entitled to at 65. If you can estimate from a table what your basic monthly benefit would be at 65, this is what your survivors would get: (1.) a cash payment to cover your burial expenses. This comes to three times the basic monthly fee but not more than \$255. (2.) a benefit for each child until he reaches 18. If there is only one child eligible, he gets 75% of the basic benefits. If there are two or more children available each one gets 50% of the basic benefit and an additional 25% is split among them. A disabled child can continue to collect beneficiary payments after reaching the age of 18. (3.) A mother's benefit for your widow, if she has no children under 18 in her care. Her benefit is 75% of the basic benefit. She can collect this until the youngest child reaches 18. Payments then stop. If she has a disabled child in her care who is getting a benefit after 18, then her benefit continues, too. Total family benefits cannot go over \$254.10 a month or 90% of your average monthly wage.

(4) If there are no children under 18, your wife can get a widow's benefit starting at age 62. This would come to 75% of the basic benefit. (5) Dependent parents can sometimes collect survivors' benefits, if the deceased worker leaves no wife or child. They are usually eligible if: (a) they were getting at least half their support from the deceased worker when he died. (b) they have reached retirement age (65 for the father, 62 for the mother) and (c) they are not eligible for an old-age benefit based on their own earnings.

A woman worker can provide survivors' benefits for any of these dependents. If she has been contributing to at least half their support (1) her children are under age 18 (2) her disabled child after 18, if the child is unmarried and was disabled before 18, and (3) her dependent widowed husband at age 65, if he hasn't remarried. Or if she had no other dependents, her parents could collect her benefits if they met the tests in paragraph 5 above.

Here is an example of survivor's benefits in one family situation. John Jones dies, leaving a wife and two children aged 1 and 3. His average monthly wage was \$300. This would have given him an old-age benefit of \$105, if he had lived to 65. This is what his family gets: (1) a cash burial payment of \$225; (2) a total monthly benefit of \$131.50 for the two children; and (3) a \$78.80 monthly benefit for Mrs. Jones. Total benefits for the family come to \$210.20 a month while the two children are under 18. When the older child reaches 18 his benefits stop, but the younger child's benefit is raised to \$78.80 a month. Mrs. Jones and the younger child then collect a total of \$157.50 a month for 2 years until the child reaches 18. Then all payments. When Mrs. Jones becomes 62 she will again be paid \$78.80 a month assuming that she has not married.

Disability Benefits. These are a new feature of the social security insurance system. Disability payments are paid to two groups of people. (1) an injured worker with a total disability can collect his full old-age benefit at age 50, instead of waiting until 65. Under the new law of 1958, eligible dependents of disabled workers will receive the usual benefits. To be eligible for disability benefits, a person must: (a) have worked in employment covered by social security for about 5 out of the 10 years before he became disabled; (b) be suffering from a physical or mental disability of indefinite duration and (c) be so disabled that he can't work or at least engage in any substantial gainful activity. If he meets those tests his benefits will start after a 6 month waiting period.

The applicant is referred to the State Vocational rehabilitation agency and if rehabilitation services are proposed and the applicant refuses them without good cause, his disability benefit is suspended. If the worker gets workmen's compensation benefit or another federal benefit based on disability, his disability benefit is reduced by the amount of such benefit except that a benefit paid by a Veterans Administration because of service connected disability will not result in any reduction. (2) The permanently disabled child of a deceased or retired person who was covered by social security can collect benefits after age 18. If the child is eligible, his mother can also get a benefit. The child must: (a) have been disabled before age 18, (b) be unmarried and (c) have been dependent on the deceased or retired person for at least half of his support.

The child's benefit would be 75% of the father's basic benefit and his mother would get the same amount. A disabled child can get a benefit based on his mother's earnings, instead of his father's, if she has contributed to at least half his support and had died or is drawing an old-age benefit. The disabled child's benefit can actually be paid to adults, if the above tests are met. For example an unmarried person, aged 40, who was born blind and is dependent on his father for support can collect a disabled child's benefits as soon as his father starts drawing an old-age benefit or dies.<sup>2</sup>

#### PUBLIC ASSISTANCE

Aid to four groups of needy persons is provided under the Social Security Act though assistance programs are administered by the states with grants from the Federal Government. The Federal share of the individual payment, for the aged, the blind, and the disabled is 4/5 of the first \$30 of the average monthly payment plus half the balance, up to the \$65 maximum specified by law. A blind person may earn up to \$50 a month and have such earnings disregarded when the state is determining whether he is needy. For aid to dependent children, the federal government pays 14/17 of the first \$17 paid per person per month plus 1/2 the balance within the maximums. To be eligible the child must be (1) under 18; (2) without parental support or care because of the death, absence from home or incapacity of a parent and (3) living with a parent or specified relative. The law also permits federal sharing in the payments to doctors and others for medical care in behalf of needy persons--beyond what such persons get directly in their assistance payment.<sup>3</sup>

<sup>2</sup> Information Please Almanac, 1959, p. 607.

<sup>3</sup> The World Almanac and Book of Facts, p. 653.



WHAT BENEFITS YOU GET UNDER SOCIAL SECURITY			
Based on an average monthly wage of	RETIREMENT BENEFITS		
	Worker's monthly benefit	Worker with 62 year old wife	Worker with 65 year old wife
\$100	\$59.00	\$79.90	\$88.50
150	73.00	98.60	109.50
200	84.60	114.40	126.00
250	95.00	128.90	142.50
300	105.00	141.80	157.50
350	116.00	156.60	174.00
400	127.00	171.50	190.50

WHAT BENEFITS YOU GET UNDER SOCIAL SECURITY			
Based on an average monthly wage of	SURVIVORS' BENEFITS		
	Widow and one child	Widow and two children	Widow aged sixty-two
\$100	\$88.60	\$88.60	\$44.30
150	109.50	120.00	54.80
200	126.00	161.60	63.00
250	142.00	190.10	71.30
300	157.50	210.20	78.80
350	174.00	232.00	87.00
400	190.50	254.10	95.30

348

PART 111

GROWTH OF SOCIAL SECURITY

### GROWTH OF SOCIAL SECURITY

Not only is the social security system here to stay, but it is growing and being extended. Huge punch-card machines in Baltimore have made the administrative aspects of the program insignificant. Society today believes increasingly in the philosophy that the worst personal and social misfortunes result from contingencies over which the single individual has little control. In 1932 people walked the street without work; in 1929 and 1953 the same people had prosperous jobs; the answer is not wholly in them. Already annuities for widows and dependent children have been added to the social security benefits.

In 1950 the Democratic Truman Congress greatly extended the scope of social security. About 10 million new people began to be covered, and benefit payments were to be increased. Farm labor, domestic help, and the self employed were for the first time brought into the system, and employees of nonprofit organizations became eligible to join voluntarily.

In 1954 the Republican Eisenhower Congress further extended social security, bringing in 10 million people. Among those included for the first time were self-employed farmers, ministers, and certain self-employed professionals. The rates of tax payment are now 2 per cent paid by employer and two per cent by employee, applied on the first \$4,200 of annual wages.

The self-employed pay at a rate of 3 per cent on the first \$4,200 of earnings. Tax rates on employer and employee are each to rise by 1/2 of 1 per cent in 1960 and 1965, and by 1/2 of 1 percent in 1970; so after 1970 each will pay 3 1/4 per cent. This pattern of rates aims to put the program on a pay-as-you-go basis rather than on an actuarial-reserve basis.

Benefit payments have been raised so that their new range is \$30 to \$162.80 per month rather than the original \$10 to \$85. Retirement payments have been raised to qualify individuals over sixty-five, to their wives or widows if over sixty-five and to the widow of any insured person if over sixty-five, and to the widow of any person serving in the Korean conflict. In addition, a lump-sum payment is paid when a worker dies, and there are a few miscellaneous benefits possible to parents and widows. The exact formula for figuring benefits is quite complicated, but its general nature is as follows: A worker's own benefit depends primarily upon his average monthly wage and is more generously reckoned on the first \$110 of monthly wages; for each extra year that he has been covered there is a slight further increase in his primary benefits. After his benefit has been reckoned, his wife will receive, after sixty-five, an extra 50 per cent of his benefits; his widow will receive, after sixty-five, 75%; his surviving dependent children will receive a certain fraction too. A private insurance company would have to charge tens of thousands of dollars for such generous annuities and privileges.

It is one of the greatest advantages of a pay-as-you-go social security system that it rests on the general tax capacity of the nation; if hyperinflation wiped out all private insurance and savings, social security could nevertheless start all over again, none the poorer. It looks doubtful that in this next generation payments for sickness and disability and a comprehensive public health and hospital program will be introduced. This remains very controversial. But private health insurance is sure to grow. In 1931, many medical associations strongly disapproved and fought against the systems of private health and hospitalization insurance such as Blue Cross or Blue Shield. Today they are among the strongest supporters of this system.<sup>5</sup>

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<sup>5</sup> Paul A. Samuelson, Economics, New York, Mc.Graw Book Company, 1955, pp. 180-82.

380

PART IV

OLD-AGE, SURVIVORS, AND DISABILITY PAYMENTS



## HOW TO QUALIFY FOR OLD AGE, SURVIVORS, AND DISABILITY PAYMENTS

Social security provides the American citizen who works some assurance that even when circumstances reduce his earnings he may have enough income to meet his and his family's basic needs. In 1935 congress passed the Social Security Tax Act, as a step toward making this possible. In 1939, 1950, 1952, 1954, and 1956 major amendments to improve and expand the programs were made. The social security act has 9 programs, all with the same basic objectives--to keep individuals and families from destitution, to keep families together, and to give children the opportunity to grow up in a healthful and secure environment. The programs are of three types--social insurance; unemployment insurance and old-age, survivors, and disability insurance; public assistance to the needy--old-age assistance, aid to the blind, aid to dependent children and aid to the permanently and totally disabled; children's services--maternal and child health services, services for crippled children, and child welfare services.

During 1957, several minor amendments to the Social Security Act were passed; all but two of them concern old-age, survivors, and disability insurance. The most significant event of the year was the payment of disability insurance benefits for the first time under the social security act.<sup>6</sup>

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<sup>6</sup> The World Almanac and Book of Facts, p. 653.

OLD-AGE, SURVIVORS, AND DISABILITY  
INSURANCE BENEFICIARIES AND MONTHLY BENEFITS  
JUNE 30, 1957

Beneficiaries	Benefits	
	Number	Amount
Total. . . . .	10,678,200	\$576,754,000
Retired workers. . . . .	5,966,800	383,165,000
Wives or husbands of retired workers. . . . .	1,760,900	60,309,000
Children . . . . .	1,448,200	55,281,000
Aged widows or widowers. . . . .	1,043,800	53,025,000
Mothers with young children. . . . .	320,200	15,585,000
Parents. . . . .	28,400	1,461,000
Disabled Workers. . . . .	109,900	7,928,000

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7 Ibid., p. 651.

### OLD-AGE, SURVIVORS, AND DISABILITY INSURANCE

Almost everyone in the United States who works for another or for himself is covered by old-age, survivors, and disability insurance. Most of them not covered are Federal civilian employees under another retirement system, doctors of medicine, employees of state and local governments, and non-profit organizations that have not come into the program voluntarily, and certain persons with very low and irregular salaries.

Every payday everyone in a covered job, regardless of age, is taxed a small percentage of his earnings to help pay for his benefits. The contributions are deducted from his pay, that is the worker's pay, by the employer, who pays a like sum.

The employer sends both contributions and a report of his employees into the Treasury Department four times a year. The reports, showing each worker's name and social security account number, are forwarded by the Treasury Department to the Social Security Administration, which keeps a record for each worker.<sup>8</sup>

### SOCIAL SECURITY TAX

To qualify for payments or make payments to dependents possible the employee must be in covered work for a certain number of quarters. A quarter of coverage, in general, is a 3 month period of work that begins January 1, April 1, July 1, or October 1.

A self-employed person gets 4 quarters of coverage for a year in which he earns \$400 or more.

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<sup>8</sup> Ibid., p. 653.

A farm employee gets 1 quarter of coverage for each \$100 of cash wages covered by the law paid to him for such work after 1954, but no more than 4 in a year.

For all other work the employee gets 1 quarter of coverage for each calendar quarter in which he receives \$50 or more in wages. The quarters of coverage may have been earned by working for another any time after 1936 and by covered self employment after 1950.

The number of quarters needed for fully-insured status varies with the individual, since it is related to the time he entered covered employment, the length of time spent in covered work, and the date of his birth. No one needs more than 40 quarters of coverage, and no one can qualify with less than 6. Any social security office can tell how long an employee needs to work in covered employment. To be currently insured the worker must have 6 quarters of coverage within the 3 years preceeding his death.

The worker fully insured at retirement age may receive the retirement benefits; if a worker is currently insured at the time of death his survivors will get his benefits.

The period over which average earnings are figured can start with January 1, 1937 or with January 1, 1951, or with the year in which the worker became 22, if that was after 1950. Most persons will get higher benefits by using 1951 as the starting date. In calculating average monthly earnings, the worker may drop out up to 5 years of low or no earnings and thus make higher the average on which the benefit amount is based.<sup>9</sup>

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<sup>9</sup> Ibid., p. 653.

Table 3

OLD-AGE AND SURVIVORS INSURANCE TRUST FUND		
Period fiscal year	RECEIPTS	
	Net contribution income and transfers.	Interest received.
1936-37	\$265,000	\$2,262
1937-38	500,000	15,412
1938-39	390,000	26,951
1939-40	550,000	42,489
1940-41	688,141	55,958
1941-42	895,619	71,007
1942-43	1,130,495	87,403
1943-44	1,292,122	103,177
1944-45	1,309,919	123,854
1945-46	1,238,218	147,766
1946-47	1,459,867	163,466
1947-48	1,616,862	190,562
1948-49	1,693,575	230,194
1949-50	2,109,992	256,778
1950-51	3,124,098	287,392
1951-52	3,597,982	333,514
1952-53	4,096,602	386,640
1953-54	4,589,182	450,504
1954-55	5,086,796	447,580
1955-56	6,442,326	494,889
1956-57	6,539,887	560,558
Jan. 1937- June 1957.	\$48,617,852	\$4,478,356

Table 3 (Continued)

OLD-AGE AND SURVIVORS INSURANCE TRUST FUND		
EXPENDITURES		
Benefit payments	Administrative expenses	Total assets at the end of the period
\$27	.	\$267,235
5,404	.	777,243
13,892	.	1,180,302
15,805	\$12,288	1,744,698
64,342	26,840	2,397,615
110,281	26,766	3,227,194
149,304	27,492	4,268,296
184,597	32,607	5,446,391
239,834	26,950	6,613,381
320,510	37,427	7,641,428
425,582	40,788	8,798,390
511,676	47,457	10,046,681
607,036	53,465	11,309,949
727,266	56,841	12,892,612
1,498,088	70,447	14,735,567
1,982,377	84,649	16,600,036
2,627,492	89,429	18,366,356
3,275,556	88,636	20,042,615
4,333,147	103,202	21,140,643
5,360,813	124,339	22,593,064
6,514,581	150,057	23,028,916
\$28,967,392	\$1,099,901	\$23,028,916

10



357

PART V

UNEMPLOYMENT INSURANCE AND EMPLOYMENT SERVICES

### UNEMPLOYMENT INSURANCE AND EMPLOYMENT SERVICES

Unlike old-age and survivors insurance, an entirely Federal program, unemployment insurance and the employment service constitute a State-Federal program. It is designed to protect wage earners and their families from wage loss through involuntary unemployment by referring unemployed workers to suitable jobs, and if no such jobs are available, by paying, for a period, weekly benefits related to their prior wages.

The Federal Unemployment Tax Act levies a tax upon employers in commerce and industry throughout the country and allows them credit for the contributions they pay to their state unemployment funds and for the amounts excused under experience-rating provisions in the laws of all states. The Federal tax is limited to employers with 4 or more workers in each of 20 weeks in the year.

Benefits are paid through public employment offices, at which unemployment workers must first register for work and to which they must continue to report regularly for a possible job during the time that they are drawing weekly benefit payments. The U.S. employment Service, a part of the Bureau of Employment Security of the Department of Labor, administer the Federal aspects of the employment service program. Another part of this Bureau, The Unemployment Insurance Service, carries the Federal responsibility for reviewing the state laws and their administration to determine whether the states qualify for grants for unemployment insurance administration, and for purposes of tax credit for employers. <sup>11</sup>

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<sup>11</sup> Ibid., p. 656.

#### FOR FEDERAL EMPLOYEES

Title XV of the Social Security Act provides unemployment insurance protection to some 2,400,000 Federal civilian employees. Such employees, civilian and military, are paid benefits in the same amounts and subject to the same conditions as if their Federal civilian employment or military service wages had been subject to state law. Benefits are paid by the state employment security agencies under agreements with the Secretary of Labor. The states are reimbursed for the Federal benefits from funds appropriated to the Secretary of Labor. During the fiscal year 1958-1959, approximately \$55,000,000 in benefits was paid to Federal civilian employees for an estimated 1,800,000 weeks of unemployment.<sup>12</sup>

#### CHANGES FOR VETERANS

This protection was extended to about 2,800,000 members of the Armed Forces effective October 27, 1958, by an amendment to title XV. Under the amendment individuals who began a period of active service with the Armed Forces after January 31, 1955, or were reported (separated for approximately 1 month) may be entitled to unemployment compensations.

From the beginning of the unemployment compensation for veterans program in October, 1952 through June 30, 1959, nearly \$450,00,00 in benefits was paid to veterans for some 19,400,000 weeks of unemployment.<sup>13</sup>

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<sup>12</sup> Ibid., p. 656.

<sup>13</sup> Ibid., p. 656.

#### TEMPORARY COMPENSATION

The temporary unemployment compensation act of 1958 permitted state employment security agencies to act as agents for the Sec. of Labor in taking TUC claims and paying temporary benefits with respect to persons who had exhausted their regular unemployment insurance benefits after June 30, 1957, and before April 1, 1959. Thirty three states, The District of Columbia, Puerto Rico, and the Virgin Islands participated in the program in some degree.

From the beginning of the Federal TUC program in June 1958 through July 1959, almost 1,600,000 persons who had exhausted their regular benefit rights were paid approximately \$475,000,000 in benefits from the TUC program. Under special state temporary programs, an additional sum of about 126,000,000 in benefits was paid to some 430,000 persons who had exhausted their regular benefit rights so that the total benefits paid under all temporary programs for the period June 1958-July 1959 amounted to some \$601,000,000.

In fiscal year 1958-1959, the states received \$308,000,000 in Federal grants for administration of the employment service, state unemployment insurance, and the Federal programs of unemployment compensation for veterans and for Federal employees.

State tax collectors from employer contributions under the state laws for use in payment of benefits totaled \$1,900,000, which were deposited to states' accounts in the Federal Treasury. Interest earned on the accounts in the Trust Fund amounted to \$179,000,000.<sup>14</sup>

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<sup>14</sup> Ibid., p. 656.

#### JOBS FOR THE UNEMPLOYED

During the fiscal year 1958-1959, 9,368,746 new job applications were filed with the local employment offices of the state employment insurance services. The employment offices made 15,318,621 placements in jobs, of which 5,703,458, were in non farm activities.

Since 6,044,804 unemployed persons received benefits under the fifty-one state unemployment insurance systems and the unemployment compensation for Federal employees program, these payments totaled \$2,845,375,900, representing compensation for over 93,105,779 weeks of unemployment.

The average payment for total unemployment was \$30.30 and the average beneficiary drew benefits for 15.4 weeks. The weekly amount increased by \$0.25 a week over the preceeding fiscal year, and duration by 2.6 weeks. <sup>15</sup>

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<sup>15</sup> Ibid., p. 656.

STATE UNEMPLOYMENT COMPENSATION MAXIMUMS					
State	Weekly 'benefit'	'Duration (wks.)'	State	Weekly 'Benefit'	'Duration (wks.)'
Alabama	\$28	20	Montana	\$32	22
Alaska	45	26	Nebraska	32	20
Arizona	30	26	Nevada	37.50	26
Arkansas	26	18	New Hampshire	32	26
California	40	26	New Jersey	35	26
Colorado	35	26	New Mexico	30	24
Connecticut	40	26	New York	45	26
Delaware	35	26	N. Carolina	32	26
D. C.	30	26	N. Dakota	26	20
Florida	30	26	Ohio	33	26
Georgia	30	22	Oklahoma	28	26
Hawaii	35	20	Oregon	40	26
Idaho	40	26	Pennsylvania	35	30
Illinois	30	26	Rhode Island	30	26
Indiana	33	20	S. Carolina	26	20
Iowa	30	24	S. Dakota	28	20
Kansas	34	20	Tennessee	30	22
Kentucky	32	26	Texas	28	24
Louisiana	25	20	Utah	37	26
Maine	33	26	Vermont	28	26
Maryland	35	26	Virginia	28	18
Massachusetts	35	26	Washington	35	26
Michigan	30	26	West Virginia	30	24
Minnesota	38	26	Wisconsin	38	26½
Mississippi	30	20	Wyoming	41	26
Missouri	33	26			



263

PART VI  
FOUR TIMES FOR ACTION

#### FOUR TIMES FOR ACTION

There are four times when it is especially important to consult the social security office:

If a worker in the family dies.-- After the death of a person whose work was covered by social security, some member of his family should inquire promptly at the social security office to learn if survivors benefits are payable.

If you are disabled before 65.-- If you become disabled after you have been in work covered by social security, you should get in touch with your social security office. You may be able to have your earnings account frozen to protect your benefit rights. If you are between 50 and 65, you and your dependents may be eligible for monthly payments.

Before you reach retirement age.-- When you approach the minimum retirement age get in touch with your social security district office. Application for benefits may be filed in advance of retirement age, but even if you do not plan immediate retirement you should get information about your social security rights.

When you are 72.-- When you reach 72, get in touch with your social security office. If you are insured, benefits may be payable to you even if you are working full time. <sup>17</sup>

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17 Self-Employment and Social Security, p. 21.

365

PART VII

HOW TO PROTECT MY SOCIAL SECURITY ACCOUNT

### HOW TO PROTECT MY SOCIAL SECURITY ACCOUNT

1. Always show your social security card when you start a new job. In that way you will be sure that your earnings will be credited to your social security account and not someone else's. If you lose your social security card, apply for a new one. When a woman marries, she should apply for a new card showing her married name.

2. Always make a periodic check of earnings credited to your social security account. You can do this by mailing a postcard form OAR-7004 to the Social Security Administration, Baltimore, Md. The reply will show total wages credited to your account since 1936 or when you started working. It's a good idea to check once every three years and prevent errors.

3. If you should become permanently disabled, have your social security credits frozen. Social security benefits are usually based on your average earnings up to the date of your retirement. A long period of sickness or disability could lower your average earnings and thus cut down or even eliminate the eventual benefit you or your family might get. But you can avoid this reduction in benefits by applying for a disability determination at your local social security office. Then the period of disability will not be counted. <sup>18</sup>

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<sup>18</sup> Information Please Almanac, p. 602.

367

PART VIII

HOW TO ESTIMATE OUR SOCIAL SECURITY PAYMENTS

## HOW TO ESTIMATE YOUR SOCIAL SECURITY PAYMENTS

The exact amount of old-age and survivors or disability insurance benefits payable on your social security account can't be figured until a claim for benefits is made by you if you retire or become disabled, or by your family in case of your death. This is because the benefits must be figured from the record of your earnings up to the year in which you retire or die.

But it's not hard to estimate how much would be paid to you and your dependents if you were now retired or if you were disabled and were 50 or over, and how much would be paid to your dependents in the event of your death.

Benefits are based on average monthly earnings. If your earnings in the future are higher than they have been right now, your actual benefits may be higher than this estimate. If your earnings go down or if you are out of work for any long period of time, your actual benefits may be lower.

Here's how to estimate the amount of old-age and survivors insurance benefits payable on the basis of your work under social security up till now----

STEP 1-- Pick your starting date. If you have worked under social security for at least a year and a half after 1950, you may use January 1, 1951, as a starting date in figuring your average monthly earnings. Or if going all the way back to January 1, 1937, will give you higher benefits, you may use that as your starting date. Most people retiring now or in the future will get higher benefits using the starting date of January 1, 1951.



If you reached 21 after 1950, you may use either January 1, 1951, or the first day of the year in which you reached 22 years of age as your starting date. If you have not worked under social security for at least a year and a half after 1950, you must use January 1, 1937 as your starting date.

STEP 2----Find your total earnings. Write down your earnings in work covered by social security for each year beginning with your starting date. Dont include more than:

\$3,000 a year from 1937-1950

3,600 a year from 1951-1954

4,200 a year from 1955-1958

4,800 for 1959 and thereafter.

STEP 3---- Drop out some years. Then locate on your list the years in which your earnings were lowest or in which you had no earnings at all. You may drop out as many as 5 of these years. Cross out the years you have decided to drop out in figuring your average monthly earnings, but keep at least 2 years for figuring your average monthly earnings. Add up the total earnings for the years that are left. Then divide this figure by the number of months in step 4 to get your average monthly earnings.

STEP 4--- Figure your average monthly earnings. Now count up the years since your starting date, this means leaving out those years of low or no earnings that you decided to drop out. Multiply the number of years left by 12 to get the number of months. Then divide your total earnings by the number of months to get your average monthly earnings.

STEP 5-- Find your benefit amount. Now find the amount of your benefits by using a suitable table, which may be had, without charge, at your nearest social security office.

You must be insured. For you or your dependents to get old-age or survivors insurance benefits, you must have worked under social security long enough to become insured. Just how long you must work depends upon your date of birth or if you die or become disabled before reaching retirement age, upon the date of your death or disability. If you are a man born in 1906 or later, or a woman worker born in 1909 or later, you will need a total of at least 10 years of work under social security to get old-age insurance benefits. If you are a man born before 1906, or a woman born before 1909, you need less than 10 full years of work; the earlier you were born, the less work credit you need.

How much work is needed. The following chart shows how much work you will need to be insured on reaching retirement age.

If you reach retirement age or die by the middle of---	You'll need no more than this much work.
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1958	- - - - -	3 1/2 years
1959	- - - - -	4 years
1960	- - - - -	4 1/2 years
1961	- - - - -	5 years
1962	- - - - -	5 1/2 years
1963	- - - - -	6 years
1964	- - - - -	6 1/2 years
1965	- - - - -	7 years
1966	- - - - -	7 1/2 years
1967	- - - - -	8 years
1968	- - - - -	8 1/2 years
1969	- - - - -	9 years
1970	- - - - -	9 1/2 years
1971	- - - - -	10 years.

#### SPECIAL RULE

If you will reach retirement age or if you die before October 1, 1960, and have social security credit for at least a year and a half after 1954, you may be insured even if you have less than the amount of work shown in the table. Under the special rule, you will be insured if you have credit for all but 4 of the calendar quarters after 1954. A calendar quarter is a 3 month period beginning January 1, April 1, July 1, or October 1. To provide quicker protection for the families of younger workers who may die before they have worked long enough under social security, the law makes monthly benefits payable to children under 18 and to their widowed mothers, if the worker had social security credit for at least a year and a half out of the 3 years just before he died.<sup>20</sup>

#### FOR FURTHER INFORMATION

For further information about old-age, survivors, and disability insurance benefits, and the conditions under which they can be paid, ask your social security office for a copy of the booklet, "Your Social Security," (OASI-35).

To find the address of the social security office in your locality, ask at the post office, or look in the telephone directory under United States Government, Department of Health, Education, and Welfare, Social Security Administration.<sup>21</sup>

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<sup>20</sup> Ibid., p. 13.

<sup>21</sup> Ibid., p. 14.

372

PART IX

QUESTIONS AND ANSWERS ABOUT SOCIAL SECURITY BENEFITS

## QUESTIONS AND ANSWERS ABOUT SOCIAL SECURITY BENEFITS

Under what circumstances does a woman with a child in her care get increased benefits?

If she has a child in her care and the child is entitled to child's insurance benefits based on her husband's earnings, she may be entitled to unreduced monthly payments regardless of her age. A child of eighteen years or over may also receive benefits if he has been disabled since before he reached eighteen. This makes it possible for the mother of the disabled child eighteen or over to get payments regardless of her age.

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Where is information on social security available?

At offices of the Social security administration, listed in telephone directories under U. S. Government, Dept. of Health, Education and welfare. The Administration publishes leaflets explaining benefits for covered occupations, women, farm owners, disabled, lawyers, dentists, servicemen and others. Information may also be obtained by writing to the Social Security Administration in Washington.

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What papers must a woman present when applying for benefits?

A widow should have her husband's death certificate, her marriage certificate and proof of her age. A dependent mother of a deceased worker should have the death certificate and proof of how extensively the worker contributed to her support. A wife should give proof of age, marriage, and bring her husband to sign his own statement.

What benefits does a wife get when her husband is entitled to old age insurance benefits?

She may apply for benefits at age 62, instead of waiting for age 65. However, her benefits will be less than if chosen at age 62, 63, or 64, and the figure will not change after 65. If she has chosen reduced benefits and loses her husband, who is insured, she will receive the death gratuity and widow's full monthly benefits.

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Does the Government save the money paid in for social security or use it for current expenses?

The workers' contributions are placed in a trust fund from which benefits and costs of the program are paid. Beginning January, 1957 1/4 of 1% of the contribution (3/8 of 1% of the self employed person's contribution) has been assigned to a disability trust fund to be reserved for disability insurance, and the rest goes into the old-age and survivors insurance trust fund. The assets of the old-age and survivors insurance trust fund amounted to \$22,793,000 at the end of August 1956, and the disability insurance trust fund had assets that totaled \$479,737,000.

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A woman aged 66 receives \$45 a month based on her own earnings. Her husband receives \$76.50 a month. What will she receive at his death?

She will receive the lump-sum death benefit of 3 times the amount of his checks or \$229.50, and beginning with the month of his death she will receive monthly checks equal to 3/4 of his benefit or \$57.40.



A man earns \$2,400 a year in his small store. Both he and his wife are of age for social security benefits. Can he and his wife split the \$2,400 so that each will come under the \$1,200 rule?

No. If husband and wife separately earn \$1,200, each can have the full year's benefits, but since the husband earns \$2,400 in the store the split does not apply.

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A worker who made payments on maximum earnings since 1937 retired January 1, 1958, at 65. How much has he paid in, and what is his benefit?

At maximum earnings, 1937-1958, he has paid in \$1,940.50. Beginning with the month of retirement receives \$108.50 a month.

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Should social security payments be reported on income tax blanks?

No. Income tax is not levied on social security payments.

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A worker receiving social security benefits needs a hearing aid. Can he get it from the agency?

No. Social security does not provide for payment of medical expenses

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A worker who has been paying the social security tax regularly is ready to retire. Does he have to furnish proof of his age?

Yes. Although the government has a record of his age, he should provide evidence when he makes his claim.

A single woman, aged 57, has 6 quarters of coverage on maximum salary. Will this entitle her to benefits at 62?

No. At her age she must have 22 quarters of coverage or  $5\frac{1}{2}$  years of work under social security to get benefits at 62.

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A retired worker, under 72, who has been getting social security benefits, arranges to work four months at \$300 a month, total \$1,200. Will this effect the total of his monthly checks?

No, not as long as he does not earn over \$1,200 a year.

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A worker, aged 60, has been getting disability insurance benefits and earning over \$1,200 a year as well. Will his disability insurance be reduced in consequence?

No. A beneficiary of disability insurance does not have to report earnings over \$1,220 a year, but if he has overcome his disability sufficiently to do substantial work, he should consult the social security office as to his status.

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Is a veteran of World War 1 entitled to social security benefits for military service?

No. Veterans receive social security credit for active military service after September 14, 1940.

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What constitutes gainful activity?

Services of a substantial nature performed in competitive employment or self employment with reasonable regularity.

377

If a woman elects to take her benefits before age 65, how long will she be ahead in total benefits paid?

If she chose reduced benefits at any age between 62 and 65, she would be ahead for the first 15 years, the total received would not be as large as if she had waited until 65. If the wife of a retired beneficiary chose the reduced benefit before 65, she would be ahead for the first 12 years. After 12 years the amount would not be as large as at 65.

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When is an individual considered disabled under the Old-age and Survivors Insurance Disability program?

An individual is disabled or under a disability when he is unable to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment liable to be of long continued and indefinite duration.

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An individual is receiving payments for total disability under another program, public or private, will he be considered eligible also for the social security benefits?

Not necessarily. His physical or mental impairment may not be serious enough or sufficiently prolonged to meet the definition of disability under social security. He will not necessarily be considered disabled because he can no longer do the type work required in the past, a characteristic frequently entitling an individual to benefits for total disability under some other programs. <sup>22</sup>

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22 The World Almanac and Book of Facts, p. 680.

PART X

SOCIAL SECURITY--ABOUT TO EXPAND AGAIN

#### SOCIAL SECURITY--ABOUT TO EXPAND AGAIN

At a glance-- A new old-age plan affecting 2.7 million--  
If a Social Security Bill approved by a House Committee becomes  
law-----

Medical care, at taxpayers' expense, will be offered to about  
1 million persons 65 or older. To be paid: medical expenses that  
the individual can show he is unable to pay himself. Benefits are  
conditioned on State participation in financing and running the  
program.

Disabled workers at any age, and their dependents, will get  
Social Security pensions. Only those over 50 are eligible now.  
To be affected: 250,000 people--workers and dependents.

Work Period required to qualify for old-age pensions will  
be reduced, making about 600,000 persons eligible for immediate  
benefits.

Widows' benefits will be provided for 25,000 women whose  
husbands died before 1940

Children's benefits will be increased for 400,000 children  
of deceased workers.

About 150,000 physicians, plus 300,000 other workers, will  
be covered by the Social Security System for the first time. <sup>23</sup>

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380

PART XI

SOCIAL SECURITY AMENDMENTS OF 1960



### SOCIAL SECURITY AMENDMENTS OF 1960

The new social security law makes a number of changes, some making it possible for more people to be covered by social security, and some making the law fairer and easier to understand.

(a) The new law removes the requirement that two thirds of the employees of a nonprofit organization must consent before the organization can cover the employees who want to be covered and its future employees.

(b) Any agreement for the coverage of a group of State or local government employees, entered into by a state after 1959, can give social security coverage to the employees for as far back as January 1956. In future years, State and local government employees can be covered for as many as five years before the year that the agreement is approved.

(c) Ministers who failed to take action to elect social security coverage by April 15, 1959, now have until April 15, 1962, to file certificates indicating that they want to be covered.

(d) United States citizens who work within the United States for foreign governments, their wholly owned instrumentalities, and international organizations will be covered beginning with 1960. They will not, however, be covered as employees, but as if they were self employed.

(e) The wife or husband of an old-age or disability beneficiary can qualify for benefits if married to the worker for at least one year. A stepchild of a retired or disabled worker can also get benefits if the marriage of his mother or father to the worker took place at least one year before his application for benefits is filed. Until now, the wife, husband, or stepchild of a worker had to wait 3 years after the marriage to become eligible for benefits.

(f) Benefits can now be paid to a child on his father's record of work under social security, even if the child lives with and is supported by his stepfather.

(g) Wife's, husband's, widow's, or widower's benefits can be paid to some persons who have gone through a marriage ceremony in good faith, believing that it was valid, when it was not. To be eligible for benefits in this situation, the wife, husband, widow, or widower must have been living with the worker at the time of the worker's death, or if the worker is still living, at the time benefits are applied for.

(h) When a worker dies, the lump sum death benefit is paid to his widow or widower if the couple were living in the same household at the time of the death. Under the new law, if there is no surviving spouse, or if the husband and wife were not living together, arrangements can be made for the lump sum death benefit to be paid to the funeral home for any part of the expenses that have not been paid. When the funeral home has been paid in full, the lump sum death benefit may be paid as a reimbursement to those who paid the burial expenses.

(i) Under the new law, beneficiaries who go to work despite severe handicaps can continue to be paid their benefits for 12 months--whether they go to work under a vocational rehabilitation plan, or on their own. Not until after the first 9 months of this 12 month period will a decision be made as to whether the work done by the beneficiary in those 9 months shows that he has regained his ability to work, and therefore is no longer disabled within the meaning of the law, he will still be paid his benefits for three months longer. Beneficiaries who recover from their disabilities before they have worked in each of 9 months, as well as beneficiaries who recover before they have tested their ability to work, will have their benefits for three months paid to them after they recover.

(j) Another change in the disability provisions will help disability beneficiaries who regain their ability to work, but become disabled again within 5 years after their benefits have been stopped. These people will not have to wait another six months after the beginning of their second period of disability before their benefits can start again.<sup>24</sup>

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<sup>24</sup> Social Security Amendments of 1960, pp. 6-8.

# SOCIAL SECURITY CHANGES FOR 1960

Recent changes in the Social Security law are widely overlooked and little understood. To the people affected, these changes are just as important as better-known revisions of the law applying to large groups.

Pensions. If you know anyone who might be affected by one of the changes listed below, Social Security officials suggest you urge him to get in touch with the nearest Social Security office.

The new rules give pensions to the following who did not qualify before: Survivors of deceased workers who did not have enough coverage to qualify for benefits under rules in effect at the time of death but who, if alive, would qualify under newly reduced requirements. Dependents of a worker who died before 1940, if he had worked at least a year and a half under Social Security. Such a dependent does not have to be his widow, but can be the worker's disabled child or dependent parent. Dependent widowers of women workers who died before September, 1950, provided the women were in jobs covered by Social Security. The child of a deceased worker, even though the child is living with a step-father and being supported by him. The wife of a worker drawing benefits, even though she has been married to him only a year---<sup>25</sup> instead of three years, as required by the old rule.

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25 U.S. News and World Report, p. 121.

A simple table has been compiled by Social Security officials to enable people to tell at a glance whether they qualify for pensions under a reduction in amount of coverage required. The table shows quarters of coverage needed according to the year a person reaches retirement age--65 for a man, 62 for a woman. The table, in part: 1956 or earlier, six quarters; 1957, eight quarters; 1958, nine; 1959, ten; 1960, twelve; 1961, thirteen. Requirements rise by steps to 40 quarters for 1981 or later.<sup>26</sup>

Coverage needed to qualify for pensions also is provided, under other changes, to: parents working in a son's or daughter's business, starting in 1961; clergymen who failed, before the old deadline of April, 1959, to take steps needed to come under Social Security; and many employees of nonprofit organizations who could not qualify before. Broader changes, receiving most attention, are these: benefits to disabled workers under age 50, reduced coverage requirements for retirement pensions, more-liberal earnings limits for those drawing benefits. All told, these changes in the law will affect millions of people, now and in the future.<sup>27</sup>

Under another change in the law, Americans employed by foreign governments and by some international organizations hereafter will be covered by social security for work performed in the U.S. They will have to pay Social Security taxes at the same rate as persons who are self-employed--4½% on earnings up to \$4,800 a year.<sup>28</sup>

26 Ibid., p. 104.

27 Ibid., p. 121.

28 Ibid., p. 98.

To fill you in on the new Social Security law, here are some details on the way the changes in the rules may apply to you, now or in the future.

Pensions. The change that will affect the most people is in the rule on amounts a pensioner can earn without loss of benefits. Under the old rule, one month's pension check was taken away for each \$80 or fraction earned in excess of \$1,200 in a year. Under the new rule, 50 cents in benefits is lost for each \$1 earned between \$1,200 and \$1,500 in a year, and \$1 in benefits is withheld for each \$1 earned in excess of \$1,500 a year.

The effect. This means that elderly people drawing Social Security pensions no longer will end up with a reduction in income by making more than \$1,200 a year. Take the case of a couple with a pension of \$1,800 a year--\$100 a month for the husband and \$50 for the wife. The following table shows how they will fare under the new rule, compared with the old, if the husband takes a job:

Earned per year	Pension Lost		Amt. left--including pension	
	Old rule	New Rule	Old Rule	New Rule
\$1,200	None	None	\$3,000	\$3,000
\$1,500	\$ 600	\$ 150	\$2,700	\$3,150
\$1,800	\$1,200	\$ 450	\$2,400	\$3,150
\$2,100	\$1,800(all)	\$ 750	\$2,100	\$3,150
\$3,150	\$1,800(all)	\$1,800(all)	\$3,150	\$3,150

But the new rule, like the old one, puts no limits on the earnings of pensioners age 72 or over. They can earn any amount without losing benefits.

Disability. Another change eliminates the requirement that a disabled worker must be 50 to start drawing benefits on the basis of Social Security taxes he has paid. If you are 35, for example, and should become disabled, you could start drawing benefits just as if you had reached retirement age--65 for men and 62 for women: if you have a wife and children, they also could get benefits on the same basis as dependents of a retired worker.

Other changes. The new law makes it possible for some older people to qualify for the first time. The law now requires Social Security coverage in only one third of the quarters since 1950, instead of one half. And starting in 1961, a parent who works for a son or daughter -- outside the household -- will be covered by Social Security. 29

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29 Ibid., p. 117.



As increasing numbers of people approach retirement age, these questions come up more and more often: Will my Social Security pension be increased much if I work past age 65? Will it be reduced much if I retire early?

Social Security. For people who have been earning the maximum to which Social Security applies, the answers are: Your pension would be increased by only small amounts if you work past 65. It would be reduced considerably by retirement before 65. For most people earning less than the maximum, the answers would be the same, if their pay has followed general trends.

Examples: Take the case of a man who has been earning enough for maximum benefits and will be 65 next year. He can get \$120 a month by retiring then. But, as the law now stands, he would receive only \$4 more a month by working to 70--as a result of more years of coverage under an increased wage base that went into effect in 1959. But a similar worker who retires at the start of next year at 60 will be entitled, on reaching 65, to only \$114 a month.

Examples: Take the case of a woman worker earning enough for maximum benefits who can, if she chooses, take reduced benefits at age 62. Suppose that she decides to quit work next year at 60. She will be entitled to benefits of \$94.40 a month at 62 or \$118 a month starting at 65. If she works until she is 62 and quits, she can get \$97.60 a month immediately, or \$122 a month starting at 65. If she works at age 65, she will be entitled to \$124.

"Dropping" five years. Retirement benefits are based on average earnings up to the limit covered by Social Security--now \$4,800 a year. A worker can, if it is to his advantage, have his average figured on earnings only since 1950, with the five years of lowest earnings dropped out. For most people, working past 65 will not raise this average much, but retiring at 65 can reduce the average by a considerable amount.

How to Figure Pensions. If you'd like to figure what your own pension will be, order the booklet, "How to Estimate your Social Security Payments," from the Superintendent of Documents, Washington 25, D.C. Price: 5 cents.

A new law changing the rules on Social Security pensions, just signed by President Eisenhower, is bringing a great flood of questions. Here are some of those raised most frequently, and the answers.

When does the new rule on earnings take effect? Next January 1. What then? If you are getting a pension and earn more than \$1,200 a year, you no longer will be penalized more in benefits than the extra amounts you made--as can happen under the present rule. In fact, for the first \$300 you make in excess of \$1,200, you lose only \$150 in benefits. Beyond that, on earnings in excess of \$1,500, your pension is reduced \$1 for each \$1 you earn.

Aren't there exceptions? Yes, and they are the same under the new rule as under the old. What are they? One is that you lose no benefits for any month in which you do not earn more than \$100 and do not perform "substantial services in self-employment," no matter how much you make in a year. The other is that if you are 72 or over, you can make any amount without losing benefits.

Does a disabled worker under 50 have to apply to get benefits? Not if he already has filed proof of disability and had his wage record frozen. Under the new law, his benefits start in November and his first check should arrive in December. Those who have not filed should do so without delay.

How does the new law make it easier to qualify for a pension? You now can qualify with only 1 quarter of coverage for every 3 elapsed quarters since 1950 and through the year before you reach retirement age. Thus, someone reaching retirement age at any time in 1960 now needs only 12 quarters--or 3 years--of coverage. The old rule required 1 quarter of coverage for every 2 after 1950, up through the quarter prior to the one in which you reach minimum retirement age--65 for men and 62 for women.

What about Children's benefits? There will be modest increases in many cases where a deceased worker left two or more children. Why not all? Some families already receive the maximum that any one family may get

Can some additional widows now get pensions? Yes; a widow of a worker who died before 1940, if he had been covered by Social Security for at least 1 1/2 years. This would be possible only if he died after March 31, 1938.

30 Ibid., p. 61.

Two official pamphlets on Social Security benefits have been revised to include changes in the law made by Congress this year. The titles and catalogue numbers: "Your Social Security, OASI-35," and, "If you become disabled, OASI-29." You can get copies free from a social security office or for 10 cents each from Superintendent of Documents, Washington 25, D.C. <sup>31</sup>

A mother who is 62 or older or a father who is 65 or over, if dependent on the worker at the time of his death, is entitled to benefits equal to those a widow receives. These amount to 3/4 of the pension the worker would have been entitled to receive upon reaching retirement age. Take the case of a worker who dies, and would have been entitled to a pension of \$118 a month. A dependent mother or father of this worker could draw \$88.50 a month. And two dependent parents could get \$177 a month. <sup>32</sup>

A good many older people who are self-employed are finding that they have been losing out on Social Security coverage by failing to pay Social Security taxes. To answer a question that such people frequently ask: These taxes still can be paid for the years 1957, 1958 and 1959, and credited toward a Social Security Pension. Here's the procedure: Write to the nearest office of Internal Revenue Service for a form 1040 and schedule C for each back year. A farmer needs schedule F. Fill in the forms, send them in with money for the back taxes. Mark form 1040 "amend" if a return has been filed for that year. <sup>33</sup>

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<sup>31</sup> Ibid., p. 117.

<sup>32</sup> Ibid., p. 103.

<sup>33</sup> Ibid., p. 84.

392

PART XII

THE FUTURE OF SOCIAL SECURITY

### THE FUTURE OF SOCIAL SECURITY

After the first ten years of experience with the workings of the social security program in the United States, most experts were agreed on two general ideas. First, that there would always be a need for social security, and a broad program must be maintained. Second, that a social security program is no substitute for an economic system which will give every citizen a chance to make his living in a useful job. With these points in mind, many plans have been made for the improvement of the present Social Security program. There are still almost 15,000,000 workers in the United States who are not covered by old-age insurance and unemployment compensation. Unemployment payments differ greatly from state to state because the amount provided by state laws is different. Also, the problem of administering a social security program is very complicated. The Federal government takes part in at least thirteen different public and private aid programs. Workers are confused as to which agency they should go when in need of help. Employers are irritated by having to file several statements, and feel that one should be enough. Leaders in the fight to improve social security, such as the directors of the social security board, are trying to do away with all such confusions.

Some indication of how important national leaders believe social security to be is shown in the 1944 report on Social Security by the National Planning association. This organization reported that a broad program would insure steady purchasing power and make

394

for full employment because it would help to maintain markets on which business and agriculture can count. The report stated that "Social insurance applies to a sound principle of pooling risks to reduce individual hardship. The Provisions of the present social security laws are far from adequate."

A much broader plan for social security had earlier been submitted to President Roosevelt by the National Resources planning board. The report of this board had four main points:

(1) Our economy must have a job for anybody able and willing to work. Young persons should be given a chance to obtain the education needed for any work they want to do.

(2) The social insurance should carry the load of providing income for older persons and all those temporarily out of work.

(3) A general public-assistance system must provide minimum aid and assistance when old-age insurance or unemployment compensation fail to cover loss of income.

(4) Public provision should be made for services necessary to health, education, and welfare, of the people when these services are not available.<sup>34</sup>

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<sup>34</sup> The World Book Encyclopedia, vol. 18, pp.408-409.



## OUTLINE

1. Social Security Administration.
2. What Does Social Security Offer.
  - a. Public Assistance.
  - b. Benefits received under Social Security.
3. Growth of Social Security in the United States.
4. Old-age, Survivors, and disability payments.
  - a. How to qualify.
  - b. Old-age, survivors, and disability payments.
  - c. Social Security Tax.
  - d. Old-age, survivors, and disability insurance trust fund.
5. Unemployment Insurance and Employment Compensation.
  - a. For Federal employees.
  - b. Changes for Veterans.
  - c. Temporary Compensation.
  - d. Jobs for the Unemployed.
  - e. State unemployment compensation maximums.
6. Four Times for Action.
7. How to protect my Social Security account.
8. How to Estimate your Social Security payments.
9. Questions and Answers about Social Security.
10. Social Security--About to Expand Again.
11. Social Security Amendments for 1960.
12. The Future of Social Security.

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## APPENDIX

You have just read the partial story of the Social Security program in the United States. For personal investigation I suggest the following topics:

1. Maternal and Child Health Services.
2. Services for Crippled Children.
3. Child Welfare Services.
4. Social Security for Clergymen.
5. Social Security in the Armed Services.
6. Disabled Workers and their families.
7. Medical Care for the Aged.
8. Parent child business arrangements.
9. Social Security for the self-employed.
10. Unemployment Insurance.
11. Social Security for Farmers.

Dear Robert, - From the desk of Mrs.  
Lillian Washburn

The enclosure is a sample of  
the work you did in the  
English class at Tell. I thought  
you might wish to see a sample  
of the excellent work you did  
while a student -

I always wanted to return  
book reports, but hesitated

since some students like to  
"borrow" from the original  
writers. Knowing how close  
students were - especially in  
helping others, I tried not to  
place temptation in their path  
and so I recorded, but  
kept the best ones for oral  
readings to lower classmen.

I'm now discarding, but felt there  
were too valuable to destroy.  
I like your articles in the local paper!

Mrs. Lillian Washeleski was one of my high school English teachers. During the week of January 20, 1982, she telephoned Mom, and then mailed to her (received by Mom on January 23, 1982) three book reports that I had written when I was in high school—over 20 years earlier. She enclosed the note that is given above. The note reads:

"From the desk of Mrs. Lillian Washeleski

Dear Robert,

The enclosure is a sample of the work you did in the English class at Fell. I thought you might wish to see a sample of the excellent work you did while a student.

I always wanted to return book reports, but hesitated since some students like to "borrow" from the original writers. Knowing how close students were—especially in helping others, I tried not to place temptation in their paths and so I recorded, but kept the best ones for oral readings to lower classmen. I'm now discarding, but felt these were too valuable to destroy. I like your articles in the local paper." [At the time, I worked as a staff writer for *The Carbondale News*.]

What a lovely thing for Mrs. Washeleski to do! Mrs. Washeleki is still alive (March 1999) but she is not of sound mind. Her husband—also one of my high school teachers—died in March 1999. Mrs. Washeleski was very enthusiastic in her support of SRP and DWP when we were in high school. Her psychological support was wonderful—and much appreciated.

T H E   E X I L E

Author . . . . . Pearl S. Buck  
Principal Character. . . . .Carie  
Scene. . . . . Holland, U.S., & China  
Publisher . . . . . Reynal & Hitchcock, Inc.  
Type of Literature . . . . . Biography

Submitted by

Robert Powell



## THE EXILE

By Pearl S. Buck

This is the biography of an American woman in China. It is the life story of Pearl Buck's mother. Everything in it is true except that the names of the people are changed. Much of it the author learned from her mother's lips and diaries; the rest from her own personal observation.

The early scene are in Holland, from which Carrie's ancestors came to America to find freedom to worship God as they pleased. Her childhood was passed happily in the hills of West Virginia, from which she went, the bride of a missionary, to spend a rigorous life in the interior of China. There, with warmth and vigor and understanding, she taught and served a strange people, spending her strength upon them. Of the seven children she bore, only three lived to grow up; only one, the author herself, was born in America, in the stately house which to the mother was forever home. But even in a far away country, the dauntless woman made an American home with an American garden and held always before herself and her children, the bright remembrance that they were American, and in the face of all danger and grief and bewilderment, kept to the end a flaming spirit and a stout heart.

*Good balance* Merely as a story this book is as absorbing as a novel; it has suspense and excitement in its happenings, development and conflict in its characters, beauty and horror and strangeness in its changing background.

Though it tears the heart with pity again and again, it is no tragedy. And it is in deepest truth American. Clear, incandescent, gripping in its interest, written in a style of beauty and unerring rightness, this "Portrait of an American Mother" is an epic of our country. It has been called by many the noblest epic of all times.

I thoroughly enjoyed reading this biography of an American woman in China. I think it is one of the best books a high school student, or for that matter, anyone should read and I very highly recommend it to persons who would like to enlighten themselves with the problems confronting American missionaries abroad today.

*I had the pleasure of meeting Mrs. Buck - I'm glad you understood her background so well.*

OF MICE AND MEN

Author . . . . . John Steinbeck  
Principal Characters . . . . . Lennie and George  
Scene . . . . . California  
Publisher . . . . . Covice--Friede  
Type of Literature . . . . . novel

Submitted by  
Robert Powell

## OF MICE AND MEN

By John Steinbeck

This novel by Steinbeck is an exquisite tale of the lives of two men who in their loneliness cherish the slim bonds between them and the dream they share. It is a work of art so intensely alive and so manifold in its implications that no statement of the theme short of John Steinbeck's own do it justice.

Here the author evokes his favorite characters, the vagabonds and human flotsam that drift in odd backwashes of our civilization. Whether these lost men of Steinbeck's are paucos wining, wenching and loafing on their sunny hillside behind Monterey, whether they are fruit tramps working their way across the fertile valleys of California, or whether, as in this case, they are cattle-ranch hands drifting from one odd job to another, invariably he pictures them with unique compassion and understanding of their hopes and fears.

The hopes, the common dream, of Lennie and George are that they will be able to hold a job long enough to put away a little pile with which to buy a couple of acres and a few pigs and chickens and rabbits back in the hill country where land is cheap. "Guys like us," says George, "are the loneliest guys in the world." They got no fam'ly and don't belong noplase. They come to a ranch and work up a stake and then go into town and blow their take, and the first thing you know they're poundin' the trail on some other ranch. They ain't got nothing to look ahead to."

But Lennie and George are different. They have each other and they have their dream. Lennie is a huge mountain of a man, utterly devoted to George, who is the strategist of the team. Because of Lennie's enormous strength, they have little trouble finding jobs; but because of the well-intentioned blundering of his lazy mind, they seldom hold them. And their chances are slim indeed when they run up against a shrewd bully like Curley, the Boss's son, who has a vicious hatred for big men--or against a woman like Curley's wife, young, voluptuous, hard, bepainted, contemptuous of her little husband, who chief amusement is to parade on any pretext into the bunkhouse where the ranch hands nurse their loneliness in silence. She holds an uncanny fascination for these men, a fascination against which Lennie's simple mind is unable to set up adequate controls.

Steinbeck handles the filtration of dream and desire through the mechanical processes of daily life with the magical precision of a great prose artist, so that the climax of this book is indescribable in its force. I would not hesitate to say that I think this is one of the finest works of one of the finest living American writers. I very highly recommend this book to everyone.

*Vivid pictures  
Very good choice of words  
Well constructed*

## THE ROAD TO WAR (AMERICA 1914-1917)

Author . . . . . Walter Millis  
Scene . . . . . America  
Publisher . . . . . Houghton Mifflin Co.  
Type of Literature . . . . . Historical Novel

Submitted by

Robert Powell

## THE ROAD TO WAR (AMERICA 1914-1917)

By Walter Millis

This is the story of a nation that went mad. Walter Millis has written a most interesting and important chronicle of the rise of the war spirit in the United States from August, 1914 to April, 1917. Chronicle is not exactly the word to describe this story, for it is as intensely dramatic as a fever chart. Still it is a chronicle in the sense that the fever chart is merely the skeleton; showing a slowly rising national psychosis which culminated in a raging clamor for war. But the story of the growth of the war fever is written with such dramatic detail that America becomes personified, one political body with many ravening spirits whose name is Legion, all warring against war, all earnestly yet insanely dragging the United States into the world's bedlam.

In this book Mr. Millis has told the story so clearly, with such painstaking detail, with such fairness, with such an impartial selection of his material, that the truth stands revealed in a cold, white light, the truth that men lose their reasoning faculties in the face of war. Some vast mob passion fires nations and they rush with a heedless urge into the conflagration which destroys them. Mr. Millis's story is no thesis against war propaganda. Apparently he feels that war propaganda is a symptom of war rather than its cause. His story has no villain, no devil. He sees no vast subterranean plot. He pictures no irresistible intrigue which pushed America over the brink of peace into the war. He assesses little blame, even though he has much to regret. The story he tells is the story of forces--racial, economic, political, deep currents in American life, trends of our spiritual nature, sympathies rooted in our national tradition and slants to our way of thinking.

The Road of war opens with the dream of Colonel Edward House for world peace. Colonel House was sent by the President as a sort of super-ambassador to Europe in 1913 to talk with the Kaiser and with Sir Edward Grey, in London, about a possible league or organization to preserve the peace of Europe. Naturally Colonel House, who for at least two years was President Wilson's diplomatic alter ego, is not cast as the hero of the piece. Certainly he is not Millis's diabolic wizard who brought the war. Apparently Mr. Millis sees the colonel wandering about Europe before 1914, and afterward, as a man with high aspirations, noble intentions, and exceptional diligence. While the Colonel was striving with all his heart and mind to make peace to spread American good will among the Allies and among the Central Powers, he proved in this narrative at least that good intentions are not enough. Colonel House with all the power of the President's confidence at his command, with a passionate desire to serve humanity, with entree to every civilized court, was after all an American politician who was used to the way of thinking. It is probable that no American politician, however powerful his motives, however powerfully he might be energized, could have comprehended the deep diabolism that was moving Europe.

No American politician, no matter how powerful, an official authority could have parted the turbulent tides of European greeds, and animosities and prejudices by waving an American wand to make the sea give way. The futility of Colonel House's four years of activity in this story reveals something more than House's native faith that reveals America's utter blindness to the realities that were stirring Europe before the war, that lashed Europe to suicide during the war, and that kept Europe after the war still unrepentant, still ravening with greed and hate and fear, in the end the war mad victim of her own emotional unbalance.

President Wilson in this story cuts no more heroic figure than Colonel House. Indeed, President Wilson's qualities of heart and mind stand out here in their weakness as well as their strength. For undoubtedly the faults of his virtues cost the President and the world heavily. For the first time the spotlight of impartial history is focused upon Wilson in this book as he moves slowly in a circuitous course from peace to inevitable war. It is a heartbreaking story, yet told so impersonally, with such fine dramatic detachment, that the reader follows this tragic narrative with mounting interest. This is no fictional history. Few colorful pictures are inserted and they are purposely painted as drab as possible. No attempt is made to prove any thesis about our entrance into the war, as for instance: that British propaganda drew us in, or that our loans to the Allies furnished the leading motive, or that we were drawn by the call of the blood. Nothing so simple as these things pushed us into the cataclysm and Mr. Millis is at great pains to write his story and document so carefully. So that while it is a stirring narrative, one that will grip the reader with its gathering power, it is nevertheless the account of a pathological case, a nation infected with war mania.



T H E D U P O N T D Y N A S T Y

Author . . . . . John K. Winkler  
Principal Characters . . . . . The Du Ponts  
Scene . . . . . United States  
Publisher . . . . . Reynal & Hitchcock, Inc.  
Type of Literature . . . . . Biography

Submitted by

Robert Powell

## THE DU PONT DYNASTY

By John K. Winkler

The Du Ponts are a clan, a tribal family, living in unostentatious splendor in one of the smallest states in the Union, Delaware. For five generations they have been gunpowder makers.

Following the French Revolution a turbulent old nobleman with his two sons came to America. One son was jolly, the other shy. They came to retrieve their fortunes. The shy son did. And today his tribe are mighty, mightier than the Morgans, the Mellons, the Rockerfellers. Their vast empire includes not only every conceivable type of explosive, but fabrics, paints, cellophanes, dyes and a thousand other chemical products. Besides, they control General Motors, a gigantic industry in itself. Their range and facilities, both in research and production, have no rival.

As a family they have been prolific. And yet no other American family of comparable importance has retained the solidarity of the Du Ponts. Their inter-marriages as well as their unions have woven them together firmly. Into their proud Huguenot blood has flowed Syrian, Irish, Jewish, Quaker, and southern strains, producing chemists, inventors, mathematicians, wasters, traders, bankers, politicians, with now and then a poet, knife thrower, or genius to relieve the tedium.

*Good comparison*

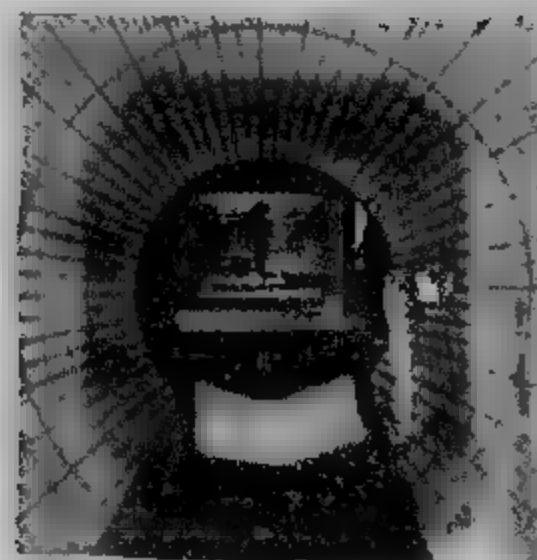
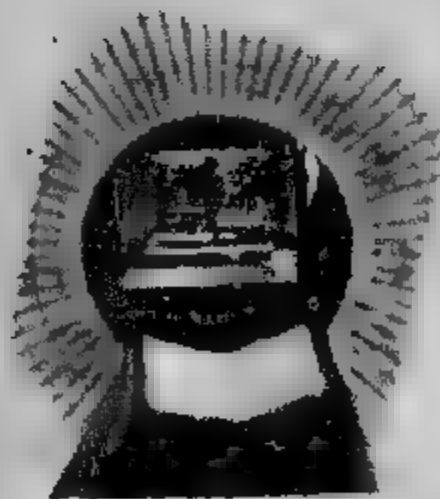
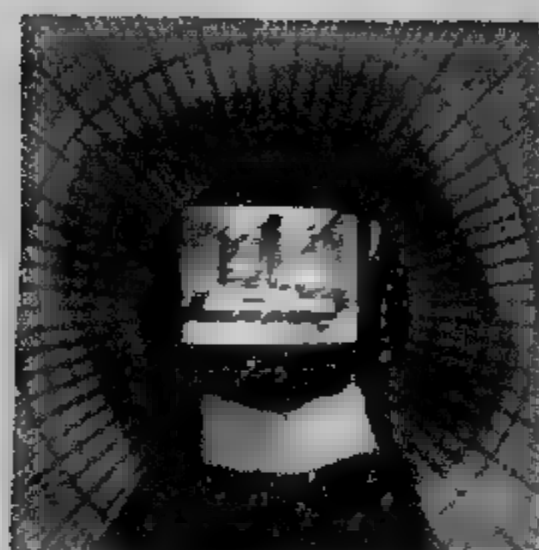
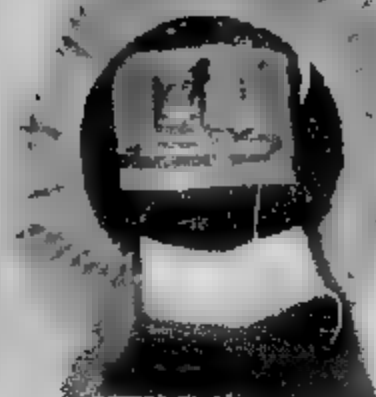
Today there are several hundreds of them. They operate like bees, each having separate functions, yet each attached to the central hive. And, like bees, they are industrious. There are drones, too, consuming and always wasting the hive's surplus--but not as fast as the workers pile it up.

John K. Winkler, biographer of Morgan, Rockerfeller, Hearst, Carnegie, and the Stillmans, tells for the first time in this book the full story of this incredible clan. Whether it is read as part of our social history, as a fascinating chapter in the building of large fortunes, or as a lively excursion into the private affairs of a family which has been uncommonly dextrous in avoiding the headlines, The Du Ponts of Delaware offers that rare quality of entertainment which Mr. Winkler has exhibited in this and all of his work. I very highly recommend this book to people of all ages.

411

Book Reports Completed

42



43

"CRYSTALS AND CRYSTAL GROWING"

In partial fulfillment of  
the requirements of English III.

Submitted by Robert Powell

Started- March 28, 1960  
Completed- April 29, 1960

448

# TABLE OF CONTENTS

Title Page. . . . .	1
Table of Contents . . . . .	2
Preface. . . . .	3
Introduction. . . . .	4
Crystals, The Physics of the Solid State . . . . .	5
What is a Crystal . . . . .	6
How are Crystals formed . . . . .	6-7
Industrial Uses of Crystals . . . . .	8
Crystals in Nature . . . . .	9
Classification of Substances . . . . .	9
Classification of Crystals . . . . .	10
Isometric System . . . . .	10
Tetragonal System . . . . .	11
Orthorhombic System . . . . .	12
Hexagonal System . . . . .	13
Monoclinic System . . . . .	14
Triclinic System . . . . .	15
Two methods for growing Crystals . . . . .	16
Preparing a saturated Solution . . . . .	16
Preparing a Seed Crystal . . . . .	17
Preparing the Growing Solution . . . . .	17
Growing and Harvesting A crystal . . . . .	17
An Example of a Recipe . . . . .	18
Comparison of the two Methods . . . . .	18-19
Cleaving and Gliding Crystals . . . . .	20-21-22
Bibliography . . . . .	23
Appendix . . . . .	24

## PREFACE

The information included in this research paper has been received from several libraries, namely the Fell High School Library, the Scranton Public Library, and the Carbondale Public Library, as well as from my own personal book collection.

I choose Crystals and Crystal Growing as my subject for this research paper because I want to bring to the students of my class as well as others who read this research paper the true story of crystals -- the orderly organisms of the chaotic inorganic world.

The value and the importance which I derived from preparing this research paper have shown me to a much better understanding the cool beauty, simplicity, and symmetry of nature's masterpieces--Crystals.

I hope in this illustration that I have prepared on Crystals and Crystal Growing, that I have been able to pass on some of the valuable knowledge I have obtained from preparing this research paper.



## INTRODUCTION

The beauty of large single crystals is arresting. The flatness of their faces, the sharpness of their angles, the purity of their colors will give you deep satisfaction.

But along with the sense of delight, you will surely have a sense of wonder. In this research paper I ask you to indulge that sense also, and I suggest how you might go about it. You will find it takes patience, care, thoughtfulness, and some feeling for the route you are traveling, together with some open-mindedness about where and when you will arrive. Adding these things you become a scientist.

This research paper suggest many experiments which will help you to develop laboratory skill, if you want to. It also describes some of the ways you can visualize the result of these experiments, and place them in a satisfactory framework of understanding.

To help you to sharpen your intellectual tools, it offers problems, in visualization and thought, which you can answer with the material presented. I urge you to try to grow crystals and build the simple models and apparatus you will read about; you will find them of great help in your understanding of the subject matter.

## CRYSTALS, THE PHYSICS OF THE SOLID STATE

"The hard smooth faces of the crystals of quartz, like the little cubes of table salt, were never smoothed or shaped by tools in human hands. Since the oldest days shinning crystals have been found where cave men collectors stored them. The cool symmetry of crystals has fascinated man. This uniformity in the face of the apparent jumble of the inorganic world seems to carry meaning. How can matter take forms of such beauty and order? If crystals were as rare as the fine specimens in the museum cases, or the cut gems of the jeweler, we might be able to defer answering the question. The study of crystals would be a small corner of the stuff of matter, to be entered after we knew all the rest of the broad sweep. But this apparent rareness is an illusion. Nature has grown her beauties over the long span of geological time, out of materials like quartz. But anyone in his basement can grow a fine large crystal in a Mason jar out of a commonplace chemical. Patience need be measured only in days. A wide variety of substances will form crystals once the proper conditions have been established. So crystals, even large ones, are not simply the result of unknown geological action."<sup>1</sup>

Small crystals are common. The microscope will show the crystallinity of salt, sugar, or soda. More than that, every piece of metal, like almost every mineral substance down to clay and sand of the soil is simply a compacted mass of tiny crystals. In a sample sheet of aluminum the crystal structure can be brought out by treating with an acid. The acid corrodes the various faces of the aluminum crystals in different ratios. The resulting texture is visible in reflected light, and the crystals can be seen, distorted into long fibrous blocks by the rolling out of the sheet in the mill which reduced it from the thick ingot. If we heat it, i.e. a sheet of aluminum, and allow it to remain very hot for some time, it will re-crystallize into a jumble again, but now the slowly grown crystals are larger and clear to be seen. Metals, then, are crystals like those in the mineral world.

"The symmetric crystals of quartz are large, grown slowly, and free from external influences. The jumbled crystals of rock or of metals are no different, but have been forced to conform in their outlines to the neighboring crystals pressing in on all sides. The crystallinity is revealed in the local uniformities. Each little face maintains a kind of identity of its own."<sup>2</sup>

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<sup>1</sup> Physical Science Study Committee, Physics, Massachusetts, National Science Foundation, 1957, p.103.

<sup>2</sup> *ibid.*

### WHAT IS A CRYSTAL?

"A crystal is the solid form of a substance, having definite shape and a definite number of faces because of the arrangement of the atoms within it. All crystals of the same substance have the same shape, though they may differ in size. With this definition in mind, would you say that a block of wood is a crystal? No, it is not. Its shape is not due to any arrangement of atoms. A person may carve wood or mold clay to resemble crystal shapes, but real crystals are formed by nature." <sup>1</sup>

### HOW ARE CRYSTALS FORMED?

"If we could make a few kinds of crystals ourselves we could understand better how crystals are made in a Mason jar or in nature. Let's take a spoonful of crystals of salt and drop them into a glass of warm water. The salt disappears. The water has dissolved the salt. Another way to express this same idea is to say that the salt is in solution. If you were to put the solution aside for several days the water would evaporate and disappear. If you examine the salt that is left behind, you will see that each particle is a cube just like the cubes you dissolved in the water." <sup>2</sup>

A speedier way to get the salt of an evaporated solution to recrystallize is to boil the salt solution. When all the water has evaporated in the form of steam, the salt will be left behind. Again it is in the form of cubes. Now you have seen that substances can be in solution in a liquid and then become a crystal again. Water flowing through the rocks of the earth may dissolve certain mineral substances and carry them in solution. These solutions may at times contain too much mineral matter. Under these conditions the various minerals will recrystallize and be deposited in cracks and openings in the rocks. Crystals of such minerals as quartz, calcite, and pyrite, (fool's gold) are frequently deposited in this way.

"In nature there are hundreds of substances which form crystals. Water is one of the most common. When water freezes it turns into frost crystals or snowflakes. Mineral crystals are, as previously stated, all formed in certain rock making processes. Great quantities of hot and melted rock material deep down in the earth are actually solutions of minerals. When these masses of molten rock materials are forced upward into the earth's crust, they begin to cool. The minerals become crystals when they change from the hot liquid to the cool solid form. For example, the rock granite contains crystals of the minerals quartz, feldspar, and mica." <sup>3</sup>

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1 Britannica Junior, Crystals, Chicago, Encyclopaedia Britannica Inc., 1956, p. 540

2 *ibid.*

3 *ibid.*

Probably millions of years ago this granite was once a molten mass of minerals in solution. Likewise, there are today within the earth's crust masses of molten rock material which are slowly cooling and forming mineral crystals of many kinds. Thus far, only one shape has been named--the cube. There are dozens of other shapes. There are some that have six long straight sides like lead pencils. This form is called a prism. Some have triangular faces which meet in a peak and are known as pyramids. Some are diamond shaped, some are combinations of two or more patterns forming still more combinations. All the crystals known in the world today can easily be grouped into six systems. The thirty-two forms can be grouped into six systems. The names of the six systems are: isometric, tetragonal, orthorhombic, hexagonal, monoclinic, and triclinic.

Some minerals form crystals so small that they can be seen only through a microscope. Others form crystals that weigh several hundreds of pounds. Asbestos, for instance, forms thin hairlike crystals. The mineral mica is found in thin transparent sheets. On the other hand, the mineral quartz may occur as tiny crystals, or as huge ones weighing several hundreds of pounds.

"In the Black Hills of South Dakota the crystals of the mineral spodumene are as large as good sized logs." <sup>1</sup> Some minerals, such as sulphur, always have the same coloring whether the crystal is in its pure form or not. Pure quartz is clear and colorless like fine quality glass. Very small amounts of other minerals may cause a change in color. This extra mineral substance is called an impurity. Quartz, because of one kind of impurity may be lavender (amethyst). Very small amounts of other mineral substances may cause a change in color. Because of another kind of impurity it may be black (smoky). Copper as an impurity gives a lovely blue green coloring to a mineral. Iron impurities lead to a reddish brown crystal form. Crystals may vary from clear and colorless (like pure quartz) to dull dark colors or the bright beautiful colors.

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<sup>1</sup> Encyclopaedia Britannica, Crystals, New York, The Encyclopaedia Britannica Company, 1908, p. 587.

426

#### INDUSTRIAL USES OF CRYSTALS

"Very hard crystals such as diamonds and granite are used for cutting or drilling other substances. Of course, only imperfect specimens would be used in this way. The perfect specimens would be much more valuable as gems. Radio receiving sets at one time made use of galena crystals, a mineral made of lead and sulphur. Quartz crystals are used in military radio sets." <sup>1</sup> "The heat treatment and alloying of metals is largely carried on to alter their internal structure and so obtain different degrees of hardness, strength, and so on." <sup>2</sup>

"Crystals of quartz, calcite, and fluorite are used in special kinds of microscopes. The next time you handle a piece of sandpaper look at it closely. The running of the crystals is remarkably in parallel lines. The grains of sand are nothing more than tiny rounded fragments of quartz crystals glued to the paper. Because the mineral quartz is very hard, the sandpaper can be used to smooth and polish other substances.

Crystals have played an important part in the world from the time primitive man used them in ample jewelry to the present day when diamond drills and radio sets have become a necessary part of our lives." <sup>3</sup>

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- 1 Britannica Junior, Industrial Uses of Crystals, Chicago, The Encyclopaedia Britannica Company, 1956, p. 541.
  - 2 Compton's Pictured Encyclopedia, Crystals, Chicago, F. E. Compton and Company, 1948, p. 409.
  - 3 Britannica Junior, op. cit.



## HOW TO QUALIFY FOR OLD AGE, SURVIVORS, AND DISABILITY PAYMENTS

Social security provides the American citizen who works some assurance that even when circumstances reduce his earnings he may have enough income to meet his and his family's basic needs. In 1935 congress passed the Social Security Tax Act, as a step toward making this possible. In 1939, 1950, 1952, 1954, and 1956 major amendments to improve and expand the programs were made. The social security act has 9 programs, all with the same basic objectives--to keep individuals and families from destitution, to keep families together, and to give children the opportunity to grow up in a healthful and secure environment. The programs are of three types--social insurance; unemployment insurance and old-age, survivors, and disability insurance; public assistance to the needy--old-age assistance, aid to the blind, aid to dependent children and aid to the permanently and totally disabled; children's services--maternal and child health services, services for crippled children, and child welfare services.

During 1957, several minor amendments to the Social Security Act were passed; all but two of them concern old-age, survivors, and disability insurance. The most significant event of the year was the payment of disability insurance benefits for the first time under the social security act.<sup>6</sup>

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<sup>6</sup> The World Almanac and Book of Facts, p. 653.

OLD-AGE, SURVIVORS, AND DISABILITY  
INSURANCE BENEFICIARIES AND MONTHLY BENEFITS  
JUNE 30, 1957

Beneficiaries	Benefits	
	Number	Amount
Total. . . . .	10,678,200	\$576,754,000
Retired workers. . . . .	5,966,800	383,165,000
Wives or husbands of retired workers. . . . .	1,760,900	60,309,000
Children . . . . .	1,448,200	55,281,000
Aged widows or widowers. . . . .	1,043,800	53,025,000
Mothers with young children. . . . .	320,200	15,585,000
Parents. . . . .	28,400	1,461,000
Disabled Workers. . . . .	109,900	7,928,000

7

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7 Ibid., p. 651.



### OLD-AGE, SURVIVORS, AND DISABILITY INSURANCE

Almost everyone in the United States who works for another or for himself is covered by old-age, survivors, and disability insurance. Most of them not covered are Federal civilian employees under another retirement system, doctors of medicine, employees of state and local governments, and non-profit organizations that have not come into the program voluntarily, and certain persons with very low and irregular salaries.

Every payday everyone in a covered job, regardless of age, is taxed a small percentage of his earnings to help pay for his benefits. The contributions are deducted from his pay, that is the worker's pay, by the employer, who pays a like sum.

The employer sends both contributions and a report of his employees into the Treasury Department four times a year. The reports, showing each worker's name and social security account number, are forwarded by the Treasury Department to the Social Security Administration, which keeps a record for each worker.<sup>8</sup>

### SOCIAL SECURITY TAX

To qualify for payments or make payments to dependents possible the employee must be in covered work for a certain number of quarters. A quarter of coverage, in general, is a 3 month period of work that begins January 1, April 1, July 1, or October 1.

A self-employed person gets 4 quarters of coverage for a year in which he earns \$400 or more.

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<sup>8</sup> Ibid., p. 653.

A farm employee gets 1 quarter of coverage for each \$100 of cash wages covered by the law paid to him for such work after 1954, but no more than 4 in a year.

For all other work the employee gets 1 quarter of coverage for each calendar quarter in which he receives \$50 or more in wages. The quarters of coverage may have been earned by working for another any time after 1936 and by covered self employment after 1950.

The number of quarters needed for fully-insured status varies with the individual, since it is related to the time he entered covered employment, the length of time spent in covered work, and the date of his birth. No one needs more than 40 quarters of coverage, and no one can qualify with less than 6. Any social security office can tell how long an employee needs to work in covered employment. To be currently insured the worker must have 6 quarters of coverage within the 3 years preceeding his death.

The worker fully insured at retirement age may receive the retirement benefits; if a worker is currently insured at the time of death his survivors will get his benefits.

The period over which average earnings are figured can start with January 1, 1937 or with January 1, 1951, or with the year in which the worker became 22, if that was after 1950. Most persons will get higher benefits by using 1951 as the starting date. In calculating average monthly earnings, the worker may drop out up to 5 years of low or no earnings and thus make higher the average on which the benefit amount is based.<sup>9</sup>

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<sup>9</sup> Ibid., p. 653.

Table 3

OLD-AGE AND SURVIVORS INSURANCE TRUST FUND		
Period fiscal year	RECEIPTS	
	Net contribution income and transfers.	Interest received.
1936-37	\$265,000	\$2,262
1937-38	500,000	15,412
1938-39	390,000	26,951
1939-40	550,000	42,489
1940-41	688,141	55,958
1941-42	895,619	71,007
1942-43	1,130,495	87,403
1943-44	1,292,122	103,177
1944-45	1,309,919	123,854
1945-46	1,238,218	147,766
1946-47	1,459,867	163,466
1947-48	1,616,862	190,562
1948-49	1,693,575	230,194
1949-50	2,109,992	256,778
1950-51	3,124,098	287,392
1951-52	3,597,982	333,514
1952-53	4,096,602	386,640
1953-54	4,589,182	450,504
1954-55	5,086,796	447,580
1955-56	6,442,326	494,889
1956-57	6,539,887	560,558
Jan. 1937- June 1957.	\$48,617,852	\$4,478,356

Table 3 (Continued)

OLD-AGE AND SURVIVORS INSURANCE TRUST FUND		
EXPENDITURES		
Benefit payments	Administrative expenses	Total assets at the end of the period
\$27	.	\$267,235
5,404	.	777,243
13,892	.	1,180,302
15,805	\$12,288	1,744,698
64,342	26,840	2,397,615
110,281	26,766	3,227,194
149,304	27,492	4,268,296
184,597	32,607	5,446,391
239,834	26,950	6,613,381
320,510	37,427	7,641,428
425,582	40,788	8,798,390
511,676	47,457	10,046,681
607,036	53,465	11,309,949
727,266	56,841	12,892,612
1,498,088	70,447	14,735,567
1,982,377	84,649	16,600,036
2,627,492	89,429	18,366,356
3,275,556	88,636	20,042,615
4,333,147	103,202	21,140,643
5,360,813	124,339	22,593,064
6,514,581	150,057	23,028,916
\$28,967,392	\$1,099,901	\$23,028,916

10

357

PART V

UNEMPLOYMENT INSURANCE AND EMPLOYMENT SERVICES

### UNEMPLOYMENT INSURANCE AND EMPLOYMENT SERVICES

Unlike old-age and survivors insurance, an entirely Federal program, unemployment insurance and the employment service constitute a State-Federal program. It is designed to protect wage earners and their families from wage loss through involuntary unemployment by referring unemployed workers to suitable jobs, and if no such jobs are available, by paying, for a period, weekly benefits related to their prior wages.

The Federal Unemployment Tax Act levies a tax upon employers in commerce and industry throughout the country and allows them credit for the contributions they pay to their state unemployment funds and for the amounts excused under experience-rating provisions in the laws of all states. The Federal tax is limited to employers with 4 or more workers in each of 20 weeks in the year.

Benefits are paid through public employment offices, at which unemployment workers must first register for work and to which they must continue to report regularly for a possible job during the time that they are drawing weekly benefit payments. The U.S. employment Service, a part of the Bureau of Employment Security of the Department of Labor, administer the Federal aspects of the employment service program. Another part of this Bureau, The Unemployment Insurance Service, carries the Federal responsibility for reviewing the state laws and their administration to determine whether the states qualify for grants for unemployment insurance administration, and for purposes of tax credit for employers. <sup>11</sup>

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<sup>11</sup> Ibid., p. 656.

#### FOR FEDERAL EMPLOYEES

Title XV of the Social Security Act provides unemployment insurance protection to some 2,400,000 Federal civilian employees. Such employees, civilian and military, are paid benefits in the same amounts and subject to the same conditions as if their Federal civilian employment or military service wages had been subject to state law. Benefits are paid by the state employment security agencies under agreements with the Secretary of Labor. The states are reimbursed for the Federal benefits from funds appropriated to the Secretary of Labor. During the fiscal year 1958-1959, approximately \$55,000,000 in benefits was paid to Federal civilian employees for an estimated 1,800,000 weeks of unemployment.<sup>12</sup>

#### CHANGES FOR VETERANS

This protection was extended to about 2,800,000 members of the Armed Forces effective October 27, 1958, by an amendment to title XV. Under the amendment individuals who began a period of active service with the Armed Forces after January 31, 1955, or were reported (separated for approximately 1 month) may be entitled to unemployment compensations.

From the beginning of the unemployment compensation for veterans program in October, 1952 through June 30, 1959, nearly \$450,00,00 in benefits was paid to veterans for some 19,400,000 weeks of unemployment.<sup>13</sup>

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<sup>12</sup> Ibid., p. 656.

<sup>13</sup> Ibid., p. 656.



#### TEMPORARY COMPENSATION

The temporary unemployment compensation act of 1958 permitted state employment security agencies to act as agents for the Sec. of Labor in taking TUC claims and paying temporary benefits with respect to persons who had exhausted their regular unemployment insurance benefits after June 30, 1957, and before April 1, 1959. Thirty three states, The District of Columbia, Puerto Rico, and the Virgin Islands participated in the program in some degree.

From the beginning of the Federal TUC program in June 1958 through July 1959, almost 1,600,000 persons who had exhausted their regular benefit rights were paid approximately \$475,000,000 in benefits from the TUC program. Under special state temporary programs, an additional sum of about 126,000,000 in benefits was paid to some 430,000 persons who had exhausted their regular benefit rights so that the total benefits paid under all temporary programs for the period June 1958-July 1959 amounted to some \$601,000,000.

In fiscal year 1958-1959, the states received \$308,000,000 in Federal grants for administration of the employment service, state unemployment insurance, and the Federal programs of unemployment compensation for veterans and for Federal employees.

State tax collectors from employer contributions under the state laws for use in payment of benefits totaled \$1,900,000, which were deposited to states' accounts in the Federal Treasury. Interest earned on the accounts in the Trust Fund amounted to \$179,000,000.<sup>14</sup>

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<sup>14</sup> Ibid., p. 656.

#### JOBS FOR THE UNEMPLOYED

During the fiscal year 1958-1959, 9,368,746 new job applications were filed with the local employment offices of the state employment insurance services. The employment offices made 15,318,621 placements in jobs, of which 5,703,458, were in non farm activities.

Since 6,044,804 unemployed persons received benefits under the fifty-one state unemployment insurance systems and the unemployment compensation for Federal employees program, these payments totaled \$2,845,375,900, representing compensation for over 93,105,779 weeks of unemployment.

The average payment for total unemployment was \$30.30 and the average beneficiary drew benefits for 15.4 weeks. The weekly amount increased by \$0.25 a week over the preceeding fiscal year, and duration by 2.6 weeks. <sup>15</sup>

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<sup>15</sup> Ibid., p. 656.

STATE UNEMPLOYMENT COMPENSATION MAXIMUMS					
State	Weekly 'benefit'	'Duration (wks.)'	State	Weekly 'Benefit'	'Duration (wks.)'
Alabama	\$28	20	Montana	\$32	22
Alaska	45	26	Nebraska	32	20
Arizona	30	26	Nevada	37.50	26
Arkansas	26	18	New Hampshire	32	26
California	40	26	New Jersey	35	26
Colorado	35	26	New Mexico	30	24
Connecticut	40	26	New York	45	26
Delaware	35	26	N. Carolina	32	26
D. C.	30	26	N. Dakota	26	20
Florida	30	26	Ohio	33	26
Georgia	30	22	Oklahoma	28	26
Hawaii	35	20	Oregon	40	26
Idaho	40	26	Pennsylvania	35	30
Illinois	30	26	Rhode Island	30	26
Indiana	33	20	S. Carolina	26	20
Iowa	30	24	S. Dakota	28	20
Kansas	34	20	Tennessee	30	22
Kentucky	32	26	Texas	28	24
Louisiana	25	20	Utah	37	26
Maine	33	26	Vermont	28	26
Maryland	35	26	Virginia	28	18
Massachusetts	35	26	Washington	35	26
Michigan	30	26	West Virginia	30	24
Minnesota	38	26	Wisconsin	38	26½
Mississippi	30	20	Wyoming	41	26
Missouri	33	26			

763

PART VI

FOUR TIMES FOR ACTION

#### FOUR TIMES FOR ACTION

There are four times when it is especially important to consult the social security office:

If a worker in the family dies.-- After the death of a person whose work was covered by social security, some member of his family should inquire promptly at the social security office to learn if survivors benefits are payable.

If you are disabled before 65.-- If you become disabled after you have been in work covered by social security, you should get in touch with your social security office. You may be able to have your earnings account frozen to protect your benefit rights. If you are between 50 and 65, you and your dependents may be eligible for monthly payments.

Before you reach retirement age.-- When you approach the minimum retirement age get in touch with your social security district office. Application for benefits may be filed in advance of retirement age, but even if you do not plan immediate retirement you should get information about your social security rights.

When you are 72.-- When you reach 72, get in touch with your social security office. If you are insured, benefits may be payable to you even if you are working full time. <sup>17</sup>

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<sup>17</sup> Self-Employment and Social Security, p. 21.

365

PART VII

HOW TO PROTECT MY SOCIAL SECURITY ACCOUNT

### HOW TO PROTECT MY SOCIAL SECURITY ACCOUNT

1. Always show your social security card when you start a new job. In that way you will be sure that your earnings will be credited to your social security account and not someone else's. If you lose your social security card, apply for a new one. When a woman marries, she should apply for a new card showing her married name.

2. Always make a periodic check of earnings credited to your social security account. You can do this by mailing a postcard form OAR-7004 to the Social Security Administration, Baltimore, Md. The reply will show total wages credited to your account since 1936 or when you started working. It's a good idea to check once every three years and prevent errors.

3. If you should become permanently disabled, have your social security credits frozen. Social security benefits are usually based on your average earnings up to the date of your retirement. A long period of sickness or disability could lower your average earnings and thus cut down or even eliminate the eventual benefit you or your family might get. But you can avoid this reduction in benefits by applying for a disability determination at your local social security office. Then the period of disability will not be counted. <sup>18</sup>

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<sup>18</sup> Information Please Almanac, p. 602.



367

PART VIII

HOW TO ESTIMATE YOUR SOCIAL SECURITY PAYMENTS

## HOW TO ESTIMATE YOUR SOCIAL SECURITY PAYMENTS

The exact amount of old-age and survivors or disability insurance benefits payable on your social security account can't be figured until a claim for benefits is made by you if you retire or become disabled, or by your family in case of your death. This is because the benefits must be figured from the record of your earnings up to the year in which you retire or die.

But it's not hard to estimate how much would be paid to you and your dependents if you were now retired or if you were disabled and were 50 or over, and how much would be paid to your dependents in the event of your death.

Benefits are based on average monthly earnings. If your earnings in the future are higher than they have been right now, your actual benefits may be higher than this estimate. If your earnings go down or if you are out of work for any long period of time, your actual benefits may be lower.

Here's how to estimate the amount of old-age and survivors insurance benefits payable on the basis of your work under social security up till now----

STEP 1-- Pick your starting date. If you have worked under social security for at least a year and a half after 1950, you may use January 1, 1951, as a starting date in figuring your average monthly earnings. Or if going all the way back to January 1, 1937, will give you higher benefits, you may use that as your starting date. Most people retiring now or in the future will get higher benefits using the starting date of January 1, 1951.

If you reached 21 after 1950, you may use either January 1, 1951, or the first day of the year in which you reached 22 years of age as your starting date. If you have not worked under social security for at least a year and a half after 1950, you must use January 1, 1937 as your starting date.

STEP 2----Find your total earnings. Write down your earnings in work covered by social security for each year beginning with your starting date. Dont include more than:

\$3,000 a year from 1937-1950

3,600 a year from 1951-1954

4,200 a year from 1955-1958

4,800 for 1959 and thereafter.

STEP 3---- Drop out some years. Then locate on your list the years in which your earnings were lowest or in which you had no earnings at all. You may drop out as many as 5 of these years. Cross out the years you have decided to drop out in figuring your average monthly earnings, but keep at least 2 years for figuring your average monthly earnings. Add up the total earnings for the years that are left. Then divide this figure by the number of months in step 4 to get your average monthly earnings.

STEP 4--- Figure your average monthly earnings. Now count up the years since your starting date, this means leaving out those years of low or no earnings that you decided to drop out. Multiply the number of years left by 12 to get the number of months. Then divide your total earnings by the number of months to get your average monthly earnings.

STEP 5-- Find your benefit amount. Now find the amount of your benefits by using a suitable table, which may be had, without charge, at your nearest social security office.

You must be insured. For you or your dependents to get old-age or survivors insurance benefits, you must have worked under social security long enough to become insured. Just how long you must work depends upon your date of birth or if you die or become disabled before reaching retirement age, upon the date of your death or disability. If you are a man born in 1906 or later, or a woman worker born in 1909 or later, you will need a total of at least 10 years of work under social security to get old-age insurance benefits. If you are a man born before 1906, or a woman born before 1909, you need less than 10 full years of work; the earlier you were born, the less work credit you need.

How much work is needed. The following chart shows how much work you will need to be insured on reaching retirement age.

If you reach retirement age or die by the middle of---	You'll need no more than this much work.
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1958	- - - - -	3 1/2 years
1959	- - - - -	4 years
1960	- - - - -	4 1/2 years
1961	- - - - -	5 years
1962	- - - - -	5 1/2 years
1963	- - - - -	6 years
1964	- - - - -	6 1/2 years
1965	- - - - -	7 years
1966	- - - - -	7 1/2 years
1967	- - - - -	8 years
1968	- - - - -	8 1/2 years
1969	- - - - -	9 years
1970	- - - - -	9 1/2 years
1971	- - - - -	10 years.

#### SPECIAL RULE

If you will reach retirement age or if you die before October 1, 1960, and have social security credit for at least a year and a half after 1954, you may be insured even if you have less than the amount of work shown in the table. Under the special rule, you will be insured if you have credit for all but 4 of the calendar quarters after 1954. A calendar quarter is a 3 month period beginning January 1, April 1, July 1, or October 1. To provide quicker protection for the families of younger workers who may die before they have worked long enough under social security, the law makes monthly benefits payable to children under 18 and to their widowed mothers, if the worker had social security credit for at least a year and a half out of the 3 years just before he died.<sup>20</sup>

#### FOR FURTHER INFORMATION

For further information about old-age, survivors, and disability insurance benefits, and the conditions under which they can be paid, ask your social security office for a copy of the booklet, "Your Social Security," (OASI-35).

To find the address of the social security office in your locality, ask at the post office, or look in the telephone directory under United States Government, Department of Health, Education, and Welfare, Social Security Administration.<sup>21</sup>

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<sup>20</sup> Ibid., p. 13.

<sup>21</sup> Ibid., p. 14.

PART IX

QUESTIONS AND ANSWERS ABOUT SOCIAL SECURITY BENEFITS

## QUESTIONS AND ANSWERS ABOUT SOCIAL SECURITY BENEFITS

Under what circumstances does a woman with a child in her care get increased benefits?

If she has a child in her care and the child is entitled to child's insurance benefits based on her husband's earnings, she may be entitled to unreduced monthly payments regardless of her age. A child of eighteen years or over may also receive benefits if he has been disabled since before he reached eighteen. This makes it possible for the mother of the disabled child eighteen or over to get payments regardless of her age.

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Where is information on social security available?

At offices of the Social security administration, listed in telephone directories under U. S. Government, Dept. of Health, Education and welfare. The Administration publishes leaflets explaining benefits for covered occupations, women, farm owners, disabled, lawyers, dentists, servicemen and others. Information may also be obtained by writing to the Social Security Administration in Washington.

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What papers must a woman present when applying for benefits?

A widow should have her husband's death certificate, her marriage certificate and proof of her age. A dependent mother of a deceased worker should have the death certificate and proof of how extensively the worker contributed to her support. A wife should give proof of age, marriage, and bring her husband to sign his own statement.



What benefits does a wife get when her husband is entitled to old age insurance benefits?

She may apply for benefits at age 62, instead of waiting for age 65. However, her benefits will be less than if chosen at age 62, 63, or 64, and the figure will not change after 65. If she has chosen reduced benefits and loses her husband, who is insured, she will receive the death gratuity and widow's full monthly benefits.

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Does the Government save the money paid in for social security or use it for current expenses?

The workers' contributions are placed in a trust fund from which benefits and costs of the program are paid. Beginning January, 1957 1/4 of 1% of the contribution (3/8 of 1% of the self employed person's contribution) has been assigned to a disability trust fund to be reserved for disability insurance, and the rest goes into the old-age and survivors insurance trust fund. The assets of the old-age and survivors insurance trust fund amounted to \$22,793,000 at the end of August 1956, and the disability insurance trust fund had assets that totaled \$479,737,000.

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A woman aged 66 receives \$45 a month based on her own earnings. Her husband receives \$76.50 a month. What will she receive at his death?

She will receive the lump-sum death benefit of 3 times the amount of his checks or \$229.50, and beginning with the month of his death she will receive monthly checks equal to 3/4 of his benefit or \$57.40.

A man earns \$2,400 a year in his small store. Both he and his wife are of age for social security benefits. Can he and his wife split the \$2,400 so that each will come under the \$1,200 rule?

No. If husband and wife separately earn \$1,200, each can have the full year's benefits, but since the husband earns \$2,400 in the store the split does not apply.

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A worker who made payments on maximum earnings since 1937 retired January 1, 1958, at 65. How much has he paid in, and what is his benefit?

At maximum earnings, 1937-1958, he has paid in \$1,940.50. Beginning with the month of retirement receives \$108.50 a month.

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Should social security payments be reported on income tax blanks?

No, Income tax is not levied on social security payments.

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A worker receiving social security benefits needs a hearing aid. Can he get it from the agency?

No. Social security does not provide for payment of medical expenses

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A worker who has been paying the social security tax regularly is ready to retire. Does he have to furnish proof of his age?

Yes. Although the government has a record of his age, he should provide evidence when he makes his claim.

A single woman, aged 57, has 6 quarters of coverage on maximum salary. Will this entitle her to benefits at 62?

No. At her age she must have 22 quarters of coverage or 5½ years of work under social security to get benefits at 62.

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A retired worker, under 72, who has been getting social security benefits, arranges to work four months at \$300 a month, total \$1,200. Will this effect the total of his monthly checks?

No, not as long as he does not earn over \$1,200 a year.

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A worker, aged 60, has been getting disability insurance benefits and earning over \$1,200 a year as well. Will his disability insurance be reduced in consequence?

No. A beneficiary of disability insurance does not have to report earnings over \$1,220 a year, but if he has overcome his disability sufficiently to do substantial work, he should consult the social security office as to his status.

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Is a veteran of World War I entitled to social security benefits for military service?

No. Veterans receive social security credit for active military service after September 14, 1940.

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What constitutes gainful activity?

Services of a substantial nature performed in competitive employment or self employment with reasonable regularity.

377

If a woman elects to take her benefits before age 65, how long will she be ahead in total benefits paid?

If she chose reduced benefits at any age between 62 and 65, she would be ahead for the first 15 years, the total received would not be as large as if she had waited until 65. If the wife of a retired beneficiary chose the reduced benefit before 65, she would be ahead for the first 12 years. After 12 years the amount would not be as large as at 65.

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When is an individual considered disabled under the Old-age and Survivors Insurance Disability program?

An individual is disabled or under a disability when he is unable to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment liable to be of long continued and indefinite duration.

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An individual is receiving payments for total disability under another program, public or private, will <sup>he</sup> be considered eligible also for the social security benefits?

Not necessarily. His physical or mental impairment may not be serious enough or sufficiently prolonged to meet the definition of disability under social security. He will not necessarily be considered disabled because he can no longer do the type work required in the past, a characteristic frequently entitling an individual to benefits for total disability under some other programs. <sup>22</sup>

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22 The World Almanac and Book of Facts, p. 680.

PART X

SOCIAL SECURITY--ABOUT TO EXPAND AGAIN

#### SOCIAL SECURITY--ABOUT TO EXPAND AGAIN

At a glance-- A new old-age plan affecting 2.7 million--  
If a Social Security Bill approved by a House Committee becomes  
law-----

Medical care, at taxpayers' expense, will be offered to about  
1 million persons 65 or older. To be paid: medical expenses that  
the individual can show he is unable to pay himself. Benefits are  
conditioned on State participation in financing and running the  
program.

Disabled workers at any age, and their dependents, will get  
Social Security pensions. Only those over 50 are eligible now.  
To be affected: 250,000 people--workers and dependents.

Work Period required to qualify for old-age pensions will  
be reduced, making about 600,000 persons eligible for immediate  
benefits.

Widows' benefits will be provided for 25,000 women whose  
husbands died before 1940

Children's benefits will be increased for 400,000 children  
of deceased workers.

About 150,000 physicians, plus 300,000 other workers, will  
be covered by the Social Security System for the first time. <sup>23</sup>

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380

PART XI

SOCIAL SECURITY AMENDMENTS OF 1960



### SOCIAL SECURITY AMENDMENTS OF 1960

The new social security law makes a number of changes, some making it possible for more people to be covered by social security, and some making the law fairer and easier to understand.

(a) The new law removes the requirement that two thirds of the employees of a nonprofit organization must consent before the organization can cover the employees who want to be covered and its future employees.

(b) Any agreement for the coverage of a group of State or local government employees, entered into by a state after 1959, can give social security coverage to the employees for as far back as January 1956. In future years, State and local government employees can be covered for as many as five years before the year that the agreement is approved.

(c) Ministers who failed to take action to elect social security coverage by April 15, 1959, now have until April 15, 1962, to file certificates indicating that they want to be covered.

(d) United States citizens who work within the United States for foreign governments, their wholly owned instrumentalities, and international organizations will be covered beginning with 1960. They will not, however, be covered as employees, but as if they were self employed.

(e) The wife or husband of an old-age or disability beneficiary can qualify for benefits if married to the worker for at least one year. A stepchild of a retired or disabled worker can also get benefits if the marriage of his mother or father to the worker took place at least one year before his application for benefits is filed. Until now, the wife, husband, or stepchild of a worker had to wait 3 years after the marriage to become eligible for benefits.

(f) Benefits can now be paid to a child on his father's record of work under social security, even if the child lives with and is supported by his stepfather.

(g) Wife's, husband's, widow's, or widower's benefits can be paid to some persons who have gone through a marriage ceremony in good faith, believing that it was valid, when it was not. To be eligible for benefits in this situation, the wife, husband, widow, or widower must have been living with the worker at the time of the worker's death, or if the worker is still living, at the time benefits are applied for.

(h) When a worker dies, the lump sum death benefit is paid to his widow or widower if the couple were living in the same household at the time of the death. Under the new law, if there is no surviving spouse, or if the husband and wife were not living together, arrangements can be made for the lump sum death benefit to be paid to the funeral home for any part of the expenses that have not been paid. When the funeral home has been paid in full, the lump sum death benefit may be paid as a reimbursement to those who paid the burial expenses.

(i) Under the new law, beneficiaries who go to work despite severe handicaps can continue to be paid their benefits for 12 months--whether they go to work under a vocational rehabilitation plan, or on their own. Not until after the first 9 months of this 12 month period will a decision be made as to whether the work done by the beneficiary in those 9 months shows that he has regained his ability to work, and therefore is no longer disabled within the meaning of the law, he will still be paid his benefits for three months longer. Beneficiaries who recover from their disabilities before they have worked in each of 9 months, as well as beneficiaries who recover before they have tested their ability to work, will have their benefits for three months paid to them after they recover.

(j) Another change in the disability provisions will help disability beneficiaries who regain their ability to work, but become disabled again within 5 years after their benefits have been stopped. These people will not have to wait another six months after the beginning of their second period of disability before their benefits can start again.<sup>24</sup>

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<sup>24</sup> Social Security Amendments of 1960, pp. 6-8.

### SOCIAL SECURITY CHANGES FOR 1960

Recent changes in the Social Security law are widely over- and little understood. To the people affected, these changes are just as important as better-known revisions of the law applying to large groups.

Pensions. If you know anyone who might be affected by one of the changes listed below, Social Security officials suggest you urge him to get in touch with the nearest Social Security office.

The new rules give pensions to the following who did not qualify before: Survivors of deceased workers who did not have enough coverage to qualify for benefits under rules in effect at the time of death but who, if alive, would qualify under newly reduced requirements. Dependents of a worker who died before 1940, if he had worked at least a year and a half under Social Security. Such a dependent does not have to be his widow, but can be the worker's disabled child or dependent parent. Dependent widowers of women workers who died before September, 1950, provided the women were in jobs covered by Social Security. The child of a deceased worker, even though the child is living with a step-father and being supported by him. The wife of a worker drawing benefits, even though she has been married to him only a year---<sup>25</sup> instead of three years, as required by the old rule.

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25 U.S. News and World Report, p. 121.

A simple table has been compiled by Social Security officials to enable people to tell at a glance whether they qualify for pensions under a reduction in amount of coverage required. The table shows quarters of coverage needed according to the year a person reaches retirement age--65 for a man, 62 for a woman. The table, in part: 1956 or earlier, six quarters; 1957, eight quarters; 1958, nine; 1959, ten; 1960, twelve; 1961, thirteen. Requirements rise by steps to 40 quarters for 1981 or later.<sup>26</sup>

Coverage needed to qualify for pensions also is provided, under other changes, to: parents working in a son's or daughter's business, starting in 1961; clergymen who failed, before the old deadline of April, 1959, to take steps needed to come under Social Security; and many employees of nonprofit organizations who could not qualify before. Broader changes, receiving most attention, are these: benefits to disabled workers under age 50, reduced coverage requirements for retirement pensions, more-liberal earnings limits for those drawing benefits. All told, these changes in the law will affect millions of people, now and in the future.<sup>27</sup>

Under another change in the law, Americans employed by foreign governments and by some international organizations hereafter will be covered by social security for work performed in the U.S. They will have to pay Social Security taxes at the same rate as persons who are self-employed--4½% on earnings up to \$4,800 a year.<sup>28</sup>

26 Ibid., p. 104.

27 Ibid., p. 121.

28 Ibid., p. 98.

To fill you in on the new Social Security law, here are some details on the way the changes in the rules may apply to you, now or in the future.

Pensions. The change that will affect the most people is in the rule on amounts a pensioner can earn without loss of benefits. Under the old rule, one month's pension check was taken away for each \$80 or fraction earned in excess of \$1,200 in a year. Under the new rule, 50 cents in benefits is lost for each \$1 earned between \$1,200 and \$1,500 in a year, and \$1 in benefits is withheld for each \$1 earned in excess of \$1,500 a year.

The effect. This means that elderly people drawing Social Security pensions no longer will end up with a reduction in income by making more than \$1,200 a year. Take the case of a couple with a pension of \$1,800 a year--\$100 a month for the husband and \$50 for the wife. The following table shows how they will fare under the new rule, compared with the old, if the husband takes a job:

Earned per year	Pension Lost		Amt. left--including pension	
	Old rule	New Rule	Old Rule	New Rule
\$1,200	None	None	\$3,000	\$3,000
\$1,500	\$ 600	\$ 150	\$2,700	\$3,150
\$1,800	\$1,200	\$ 450	\$2,400	\$3,150
\$2,100	\$1,800(all)	\$ 750	\$2,100	\$3,150
\$3,150	\$1,800(all)	\$1,800(all)	\$3,150	\$3,150

But the new rule, like the old one, puts no limits on the earnings of pensioners age 72 or over. They can earn any amount without losing benefits.

Disability. Another change eliminates the requirement that a disabled worker must be 50 to start drawing benefits on the basis of Social Security taxes he has paid. If you are 35, for example, and should become disabled, you could start drawing benefits just as if you had reached retirement age--65 for men and 62 for women: if you have a wife and children, they also could get benefits on the same basis as dependents of a retired worker.

Other changes. The new law makes it possible for some older people to qualify for the first time. The law now requires Social Security coverage in only one third of the quarters since 1950, instead of one half. And starting in 1961, a parent who works for a son or daughter -- outside the household -- will be covered by Social Security. 29

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29 Ibid., p. 117.



As increasing numbers of people approach retirement age, these questions come up more and more often: Will my Social Security pension be increased much if I work past age 65? Will it be reduced much if I retire early?

Social Security. For people who have been earning the maximum to which Social Security applies, the answers are: Your pension would be increased by only small amounts if you work past 65. It would be reduced considerably by retirement before 65. For most people earning less than the maximum, the answers would be the same, if their pay has followed general trends.

Examples: Take the case of a man who has been earning enough for maximum benefits and will be 65 next year. He can get \$120 a month by retiring then. But, as the law now stands, he would receive only \$4 more a month by working to 70--as a result of more years of coverage under an increased wage base that went into effect in 1959. But a similar worker who retires at the start of next year at 60 will be entitled, on reaching 65, to only \$114 a month.

Examples: Take the case of a woman worker earning enough for maximum benefits who can, if she chooses, take reduced benefits at age 62. Suppose that she decides to quit work next year at 60. She will be entitled to benefits of \$94.40 a month at 62 or \$118 a month starting at 65. If she works until she is 62 and quits, she can get \$97.60 a month immediately, or \$122 a month starting at 65. If she works at age 65, she will be entitled to \$124.

"Dropping" five years. Retirement benefits are based on average earnings up to the limit covered by Social Security--now \$4,800 a year. A worker can, if it is to his advantage, have his average figured on earnings only since 1950, with the five years of lowest earnings dropped out. For most people, working past 65 will not raise this average much, but retiring at 65 can reduce the average by a considerable amount.

How to Figure Pensions. If you'd like to figure what your own pension will be, order the booklet, "How to Estimate your Social Security Payments," from the Superintendent of Documents, Washington 25, D.C. Price: 5 cents.

A new law changing the rules on Social Security pensions, just signed by President Eisenhower, is bringing a great flood of questions. Here are some of those raised most frequently, and the answers.

When does the new rule on earnings take effect? Next January 1. What then? If you are getting a pension and earn more than \$1,200 a year, you no longer will be penalized more in benefits than the extra amounts you made--as can happen under the present rule. In fact, for the first \$300 you make in excess of \$1,200, you lose only \$150 in benefits. Beyond that, on earnings in excess of \$1,500, your pension is reduced \$1 for each \$1 you earn.

Aren't there exceptions? Yes, and they are the same under the new rule as under the old. What are they? One is that you lose no benefits for any month in which you do not earn more than \$100 and do not perform "substantial services in self-employment," no matter how much you make in a year. The other is that if you are 72 or over, you can make any amount without losing benefits.

Does a disabled worker under 50 have to apply to get benefits? Not if he already has filed proof of disability and had his wage record frozen. Under the new law, his benefits start in November and his first check should arrive in December. Those who have not filed should do so without delay.

How does the new law make it easier to qualify for a pension? You now can qualify with only 1 quarter of coverage for every 3 elapsed quarters since 1950 and through the year before you reach retirement age. Thus, someone reaching retirement age at any time in 1960 now needs only 12 quarters--or 3 years--of coverage. The old rule required 1 quarter of coverage for every 2 after 1950, up through the quarter prior to the one in which you reach minimum retirement age--65 for men and 62 for women.

What about Children's benefits? There will be modest increases in many cases where a deceased worker left two or more children. Why not all? Some families already receive the maximum that any one family may get

Can some additional widows now get pensions? Yes; a widow of a worker who died before 1940, if he had been covered by Social Security for at least 1 1/2 years. This would be possible only if he died after March 31, 1938.

30

Two official pamphlets on Social Security benefits have been revised to include changes in the law made by Congress this year. The titles and catalogue numbers: "Your Social Security, OASI-35," and, "If you become disabled, OASI-29." You can get copies free from a social security office or for 10 cents each from Superintendent of Documents, Washington 25, D.C. <sup>31</sup>

A mother who is 62 or older or a father who is 65 or over, if dependent on the worker at the time of his death, is entitled to benefits equal to those a widow receives. These amount to 3/4 of the pension the worker would have been entitled to receive upon reaching retirement age. Take the case of a worker who dies, and would have been entitled to a pension of \$118 a month. A dependent mother or father of this worker could draw \$88.50 a month. And two dependent parents could get \$177 a month. <sup>32</sup>

A good many older people who are self-employed are finding that they have been losing out on Social Security coverage by failing to pay Social Security taxes. To answer a question that such people frequently ask: These taxes still can be paid for the years 1957, 1958 and 1959, and credited toward a Social Security Pension. Here's the procedure: Write to the nearest office of Internal Revenue Service for a form 1040 and schedule C for each back year. A farmer needs schedule F. Fill in the forms, send them in with money for the back taxes. Mark form 1040 "amend" if a return has been filed for that year. <sup>33</sup>

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<sup>31</sup> Ibid., p. 117.

<sup>32</sup> Ibid., p. 103.

<sup>33</sup> Ibid., p. 84.

392

PART XII

THE FUTURE OF SOCIAL SECURITY

### THE FUTURE OF SOCIAL SECURITY

After the first ten years of experience with the workings of the social security program in the United States, most experts were agreed on two general ideas. First, that there would always be a need for social security, and a broad program must be maintained. Second, that a social security program is no substitute for an economic system which will give every citizen a chance to make his living in a useful job. With these points in mind, many plans have been made for the improvement of the present Social Security program. There are still almost 15,000,000 workers in the United States who are not covered by old-age insurance and unemployment compensation. Unemployment payments differ greatly from state to state because the amount provided by state laws is different. Also, the problem of administering a social security program is very complicated. The Federal government takes part in at least thirteen different public and private aid programs. Workers are confused as to which agency they should go when in need of help. Employers are irritated by having to file several statements, and feel that one should be enough. Leaders in the fight to improve social security, such as the directors of the social security board, are trying to do away with all such confusions.

Some indication of how important national leaders believe social security to be is shown in the 1944 report on Social Security by the National Planning association. This organization reported that a broad program would insure steady purchasing power and make

394

for full employment because it would help to maintain markets on which business and agriculture can count. The report stated that "Social insurance applies to a sound principle of pooling risks to reduce individual hardship. The Provisions of the present social security laws are far from adequate."

A much broader plan for social security had earlier been submitted to President Roosevelt by the National Resources planning board. The report of this board had four main points:

(1) Our economy must have a job for anybody able and willing to work. Young persons should be given a chance to obtain the education needed for any work they want to do.

(2) The social insurance should carry the load of providing income for older persons and all those temporarily out of work.

(3) A general public-assistance system must provide minimum aid and assistance when old-age insurance or unemployment compensation fail to cover loss of income.

(4) Public provision should be made for services necessary to health, education, and welfare, of the people when these services are not available.<sup>34</sup>

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<sup>34</sup> The World Book Encyclopedia, vol. 18, pp.408-409.



## OUTLINE

1. Social Security Administration.
2. What Does Social Security Offer.
  - a. Public Assistance.
  - b. Benefits received under Social Security.
3. Growth of Social Security in the United States.
4. Old-age, Survivors, and disability payments.
  - a. How to qualify.
  - b. Old-age, survivors, and disability payments.
  - c. Social Security Tax.
  - d. Old-age, survivors, and disability insurance trust fund.
5. Unemployment Insurance and Employment Compensation.
  - a. For Federal employees.
  - b. Changes for Veterans.
  - c. Temporary Compensation.
  - d. Jobs for the Unemployed.
  - e. State unemployment compensation maximums.
6. Four Times for Action.
7. How to protect my Social Security account.
8. How to Estimate your Social Security payments.
9. Questions and Answers about Social Security.
10. Social Security--About to Expand Again.
11. Social Security Amendments for 1960.
12. The Future of Social Security.

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*Excellent bibliography*

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## APPENDIX

You have just read the partial story of the Social Security program in the United States. For personal investigation I suggest the following topics:

1. Maternal and Child Health Services.
2. Services for Crippled Children.
3. Child Welfare Services.
4. Social Security for Clergymen.
5. Social Security in the Armed Services.
6. Disabled Workers and their families.
7. Medical Care for the Aged.
8. Parent child business arrangements.
9. Social Security for the self-employed.
10. Unemployment Insurance.
11. Social Security for Farmers.

Dear Robert, - From the desk of Mrs.  
Lillian Washburn

The enclosure is a sample of  
the work you did in the  
English class at Tell. I thought  
you might wish to see a sample  
of the excellent work you did  
while a student -

I always wanted to return  
book reports, but hesitated

since some students like to  
"borrow" from the original  
writers - Knowing how close  
students were - especially in  
helping others, I tried not to  
place temptation in their path  
and so I recorded, but  
kept the best ones for oral  
readings to lower classmen.

I'm now discarding, but felt there  
were too valuable to destroy.  
I like your articles in the local paper!

Mrs. Lillian Washeleski was one of my high school English teachers. During the week of January 20, 1982, she telephoned Mom, and then mailed to her (received by Mom on January 23, 1982) three book reports that I had written when I was in high school—over 20 years earlier. She enclosed the note that is given above. The note reads:

"From the desk of Mrs. Lillian Washeleski

Dear Robert,

The enclosure is a sample of the work you did in the English class at Fell. I thought you might wish to see a sample of the excellent work you did while a student.

I always wanted to return book reports, but hesitated since some students like to "borrow" from the original writers. Knowing how close students were—especially in helping others, I tried not to place temptation in their paths and so I recorded, but kept the best ones for oral readings to lower classmen. I'm now discarding, but felt these were too valuable to destroy. I like your articles in the local paper." [At the time, I worked as a staff writer for *The Carbondale News*.]

What a lovely thing for Mrs. Washeleski to do! Mrs. Washeleki is still alive (March 1999) but she is not of sound mind. Her husband—also one of my high school teachers—died in March 1999. Mrs. Washeleski was very enthusiastic in her support of SRP and DWP when we were in high school. Her psychological support was wonderful—and much appreciated.

T H E   E X I L E

Author . . . . . Pearl S. Buck  
Principal Character. . . . .Carle  
Scene. . . . . Holland, U.S., & China  
Publisher . . . . . Reynal & Hitchcock, Inc.  
Type of Literature . . . . . Biography

Submitted by

Robert Powell



## THE EXILE

By Pearl S. Buck

This is the biography of an American woman in China. It is the life story of Pearl Buck's mother. Everything in it is true except that the names of the people are changed. Much of it the author learned from her mother's lips and diaries; the rest from her own personal observation.

The early scene are in Holland, from which Carrie's ancestors came to America to find freedom to worship God as they pleased. Her childhood was passed happily in the hills of West Virginia, from which she went, the bride of a missionary, to spend a rigorous life in the interior of China. There, with warmth and vigor and understanding, she taught and served a strange people, spending her strength upon them. Of the seven children she bore, only three lived to grow up; only one, the author herself, was born in America, in the stately house which to the mother was forever home. But even in a far away country, the dauntless woman made an American home with an American garden and held always before herself and her children, the bright remembrance that they were American, and in the face of all danger and grief and bewilderment, kept to the end a flaming spirit and a stout heart.

*Good feeling* Merely as a story this book is as absorbing as a novel; it has suspense and excitement in its happenings, development and conflict in its characters, beauty and horror and strangeness in its changing background.

Though it tears the heart with pity again and again, it is no tragedy. And it is in deepest truth American. Clear, incandescent, gripping in its interest, written in a style of beauty and unerring rightness, this "Portrait of an American Mother" is an epic of our country. It has been called by many the noblest epic of all times.

I thoroughly enjoyed reading this biography of an American woman in China. I think it is one of the best books a high school student, or for that matter, anyone should read and I very highly recommend it to persons who would like to enlighten themselves with the problems confronting American missionaries abroad today.

*I had the pleasure of meeting Mrs. Buck - I'm glad you understood her background so well.*

OF MICE AND MEN

Author . . . . . John Steinbeck  
Principal Characters . . . . . Lennie and George  
Scene . . . . . California  
Publisher . . . . . Covice--Friede  
Type of Literature . . . . . novel

Submitted by

Robert Powell

## OF MICE AND MEN

By John Steinbeck

This novel by Steinbeck is an exquisite tale of the lives of two men who in their loneliness cherish the slim bonds between them and the dream they share. It is a work of art so intensely alive and so manifold in its implications that no statement of the theme short of John Steinbeck's own do it justice.

Here the author evokes his favorite characters, the vagabonds and human flotsam that drift in odd backwashes of our civilization. Whether these lost men of Steinbeck's are paupers wining, wenching and loafing on their sunny hillside behind Monterey, whether they are fruit tramps working their way across the fertile valleys of California, or whether, as in this case, they are cattle-ranch hands drifting from one odd job to another, invariably he pictures them with unique compassion and understanding of their hopes and fears.

The hopes, the common dream, of Lennie and George are that they will be able to hold a job long enough to put away a little pile with which to buy a couple of acres and a few pigs and chickens and rabbits back in the hill country where land is cheap. "Guys like us," says George, "are the loneliest guys in the world." They got no family and don't belong noplase. They come to a ranch and work up a stake and then go into town and blow their take, and the first thing you know they're poundin' the trail on some other ranch. They ain't got nothing to look ahead to."

But Lennie and George are different. They have each other and they have their dream. Lennie is a huge mountain of a man, utterly devoted to George, who is the strategist of the team. Because of Lennie's enormous strength, they have little trouble finding jobs; but because of the well-intentioned blundering of his lazy mind, they seldom hold them. And their chances are slim indeed when they run up against a shrewd bully like Curley, the Boss's son, who has a vicious hatred for big men--or against a woman like Curley's wife, young, voluptuous, hard, beplastered, contemptuous of her little husband, who chief amusement is to parade on any pretext into the bunkhouse where the ranch hands nurse their loneliness in silence. She holds an uncanny fascination for these men, a fascination against which Lennie's simple mind is unable to set up adequate controls.

Steinbeck handles the filtration of dream and desire through the mechanical processes of daily life with the magical precision of a great prose artist, so that the climax of this book is indescribable in its force. I would not hesitate to say that I think this is one of the finest works of one of the finest living American writers. I very highly recommend this book to everyone.

*Vivid pictures  
Very good choice of words  
Well constructed*

## THE ROAD TO WAR (AMERICA 1914-1917)

Author . . . . . Walter Millis  
Scene . . . . . America  
Publisher . . . . . Houghton Mifflin Co.  
Type of Literature . . . . . Historical Novel

Submitted by

Robert Powell

## THE ROAD TO WAR (AMERICA 1914-1917)

By Walter Millis

This is the story of a nation that went mad. Walter Millis has written a most interesting and important chronicle of the rise of the war spirit in the United States from August, 1914 to April, 1917. Chronicle is not exactly the word to describe this story, for it is as intensely dramatic as a fever chart. Still it is a chronicle in the sense that the fever chart is merely the skeleton; showing a slowly rising national psychosis which culminated in a raging clamor for war. But the story of the growth of the war fever is written with such dramatic detail that America becomes personified, one political body with many ravening spirits whose name is Legion, all warring against war, all earnestly yet insanely dragging the United States into the world's bedlam.

In this book Mr. Millis has told the story so clearly, with such painstaking detail, with such fairness, with such an impartial selection of his material, that the truth stands revealed in a cold, white light, the truth that men lose their reasoning faculties in the face of war. Some vast mob passion fires nations and they rush with a heedless urge into the conflagration which destroys them. Mr. Millis's story is no thesis against war propaganda. Apparently he feels that war propaganda is a symptom of war rather than its cause. His story has no villain, no devil. He sees no vast subterranean plot. He pictures no irresistible intrigue which pushed America over the brink of peace into the war. He assesses little blame, even though he has much to regret. The story he tells is the story of forces--racial, economic, political, deep currents in American life, trends of our spiritual nature, sympathies rooted in our national tradition and slants to our way of thinking.

The Road of war opens with the dream of Colonel Edward House for world peace. Colonel House was sent by the President as a sort of super-ambassador to Europe in 1913 to talk with the Kaiser and with Sir Edward Grey, in London, about a possible league or organization to preserve the peace of Europe. Naturally Colonel House, who for at least two years was President Wilson's diplomatic alter ego, is not cast as the hero of the piece. Certainly he is not Millis's diabolic wizard who brought the war. Apparently Mr. Millis sees the colonel wandering about Europe before 1914, and afterward, as a man with high aspirations, noble intentions, and exceptional diligence. While the Colonel was striving with all his heart and mind to make peace to spread American good will among the Allies and among the Central Powers, he proved in this narrative at least that good intentions are not enough. Colonel House with all the power of the President's confidence at his command, with a passionate desire to serve humanity, with entree to every civilized court, was after all an American politician who was used to the way of thinking. It is probable that no American politician, however powerful his motives, however powerfully he might be energized, could have comprehended the deep diabolism that was moving Europe.

No American politician, no matter how powerful, no official authority could have parted the turbulent tides of European greeds, and animosities and prejudices by waving an American wand to make the sea give way. The futility of Colonel House's four years of activity in this story reveals something more than House's native faith that reveals America's utter blindness to the realities that were stirring Europe before the war, that lashed Europe to suicide during the war, and that kept Europe after the war still unrepentant, still ravening with greed and hate and fear, in the end the war mad victim of her own emotional unbalance.

President Wilson in this story cuts no more heroic figure than Colonel House. Indeed, President Wilson's qualities of heart and mind stand out here in their weakness as well as their strength. For undoubtedly the faults of his virtues cost the President and the world heavily. For the first time the spotlight of impartial history is focused upon Wilson in this book as he moves slowly in a circuitous course from peace to inevitable war. It is a heartbreaking story, yet told so impersonally, with such fine dramatic detachment, that the reader follows this tragic narrative with mounting interest. This is no fictional history. Few colorful pictures are inserted and they are purposely painted as drab as possible. No attempt is made to prove any thesis about our entrance into the war, as for instance: that British propaganda drew us in, or that our loans to the Allies furnished the leading motive, or that we were drawn by the call of the blood. Nothing so simple as these things pushed us into the cataclysm and Mr. Millis is at great pains to write his story and document so carefully. So that while it is a stirring narrative, one that will grip the reader with its gathering power, it is nevertheless the account of a pathological case, a nation infected with war mania.



T H E D U P O N T D Y N A S T Y

Author . . . . . John K. Winkler  
Principal Characters . . . . . The Du Ponts  
Scene . . . . . United States  
Publisher . . . . . Reynal & Hitchcock, Inc.  
Type of Literature . . . . . Biography

Submitted by

Robert Powell

## THE DU PONT DYNASTY

By John K. Winkler

The Du Ponts are a clan, a tribal family, living in unostentatious splendor in one of the smallest states in the Union, Delaware. For five generations they have been gunpowder makers.

Following the French Revolution a turbulent old nobleman with his two sons came to America. One son was jolly, the other shy. They came to retrieve their fortunes. The shy son did. And today his tribe are mighty, mightier than the Morgans, the Mellons, the Rockerfellers. Their vast empire includes not only every conceivable type of explosive, but fabrics, paints, cellophanes, dyes and a thousand other chemical products. Besides, they control General Motors, a gigantic industry in itself. Their range and facilities, both in research and production, have no rival.

As a family they have been prolific. And yet no other American family of comparable importance has retained the solidarity of the Du Ponts. Their inter-marriages as well as their unions have woven them together firmly. Into their proud Huguenot blood has flowed Syrian, Irish, Jewish, Quaker, and southern strains, producing chemists, inventors, mathematicians, wasters, traders, bankers, politicians, with now and then a poet, knife thrower, or genius to relieve the tedium.

*Good comparison*

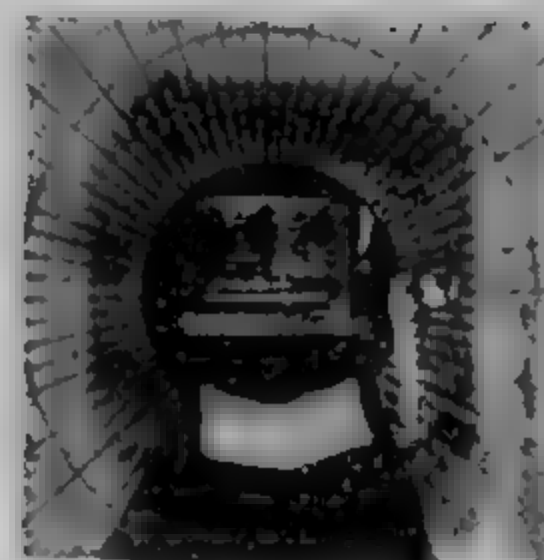
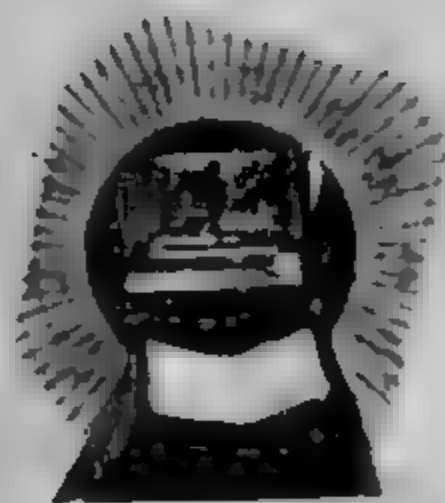
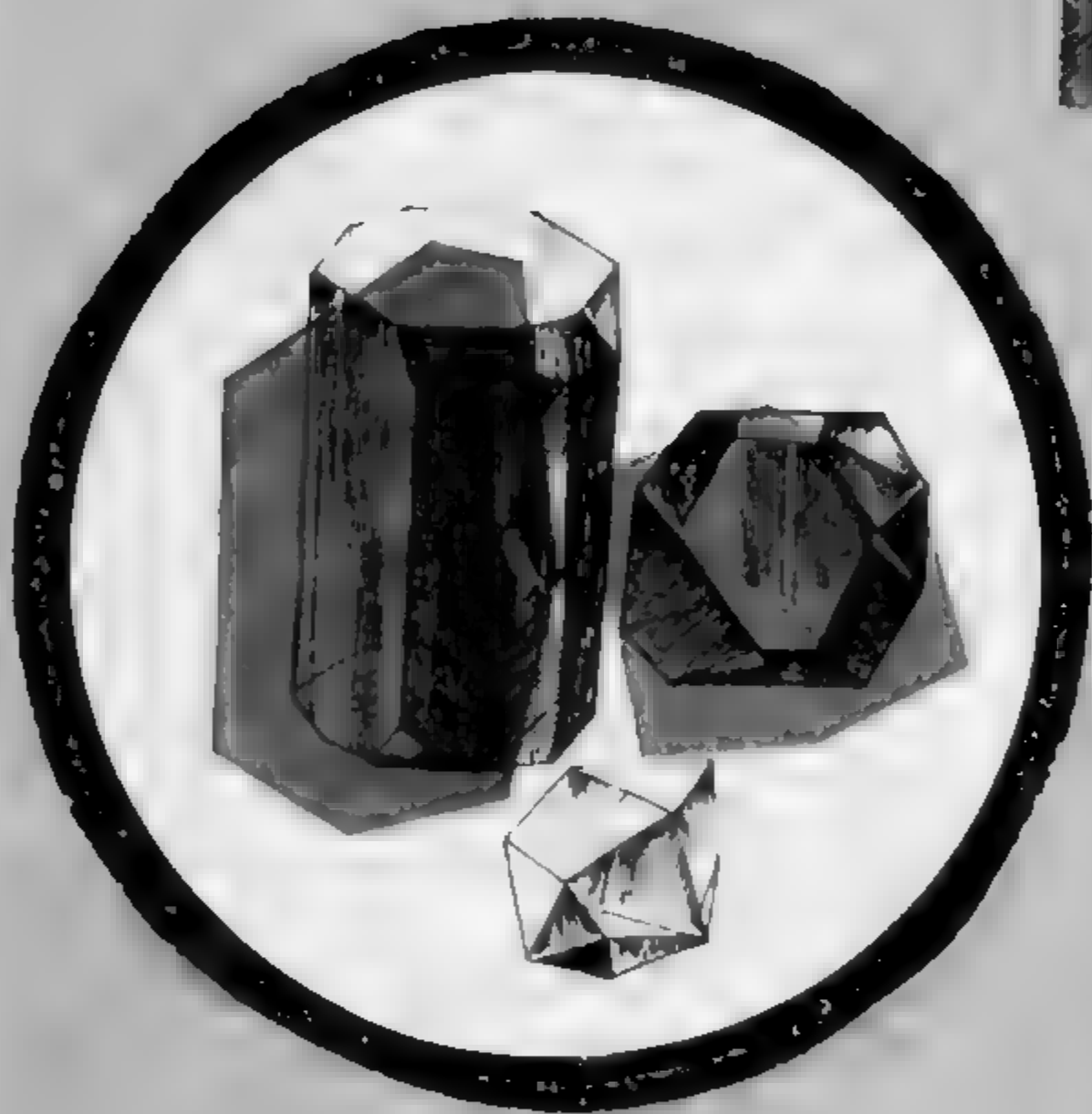
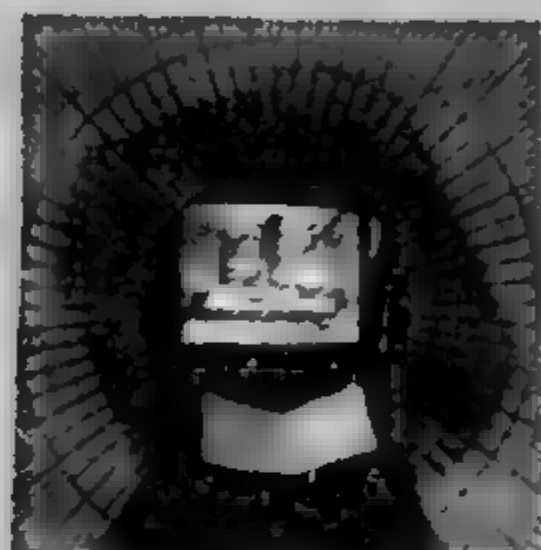
Today there are several hundreds of them. They operate like bees, each having separate functions, yet each attached to the central hive. And, like bees, they are industrious. There are drones, too, consuming and always wasting the hive's surplus--but not as fast as the workers pile it up.

John K. Winkler, biographer of Morgan, Rockerfeller, Hearst, Carnegie, and the Stillmans, tells for the first time in this book the full story of this incredible clan. Whether it is read as part of our social history, as a fascinating chapter in the building of large fortunes, or as a lively excursion into the private affairs of a family which has been uncommonly dextrous in avoiding the headlines, The Du Ponts of Delaware offers that rare quality of entertainment which Mr. Winkler has exhibited in this and all of his work. I very highly recommend this book to people of all ages.

411

Book Reports Completed

42



43

"CRYSTALS AND CRYSTAL GROWING"

In partial fulfillment of  
the requirements of English III.

Submitted by Robert Powell

Started- March 28, 1960  
Completed- April 29, 1960

44

# TABLE OF CONTENTS

Title Page. . . . .	1
Table of Contents . . . . .	2
Preface. . . . .	3
Introduction. . . . .	4
Crystals, The Physics of the Solid State . . . . .	5
What is a Crystal . . . . .	6
How are Crystals formed . . . . .	6-7
Industrial Uses of Crystals . . . . .	8
Crystals in Nature . . . . .	9
Classification of Substances . . . . .	9
Classification of Crystals . . . . .	10
Isometric System . . . . .	10
Tetragonal System . . . . .	11
Orthorhombic System . . . . .	12
Hexagonal System . . . . .	13
Monoclinic System . . . . .	14
Triclinic System . . . . .	15
Two methods for growing Crystals . . . . .	16
Preparing a saturated Solution . . . . .	16
Preparing a Seed Crystal . . . . .	17
Preparing the Growing Solution . . . . .	17
Growing and Harvesting A crystal . . . . .	17
An Example of a Recipe . . . . .	18
Comparison of the two Methods . . . . .	18-19
Cleaving and Gliding Crystals . . . . .	20-21-22
Bibliography . . . . .	23
Appendix . . . . .	24

## PREFACE

The information included in this research paper has been received from several libraries, namely the Fell High School Library, the Scranton Public Library, and the Carbondale Public Library, as well as from my own personal book collection.

I choose Crystals and Crystal Growing as my subject for this research paper because I want to bring to the students of my class as well as others who read this research paper the true story of crystals -- the orderly organisms of the chaotic inorganic world.

The value and the importance which I derived from preparing this research paper have shown me to a much better understanding the cool beauty, simplicity, and symmetry of nature's masterpieces--Crystals.

I hope in this illustration that I have prepared on Crystals and Crystal Growing, that I have been able to pass on some of the valuable knowledge I have obtained from preparing this research paper.



## INTRODUCTION

The beauty of large single crystals is arresting. The flatness of their faces, the sharpness of their angles, the purity of their colors will give you deep satisfaction.

But along with the sense of delight, you will surely have a sense of wonder. In this research paper I ask you to indulge that sense also, and I suggest how you might go about it. You will find it takes patience, care, thoughtfulness, and some feeling for the route you are traveling, together with some open-mindedness about where and when you will arrive. Adding these things you become a scientist.

This research paper suggest many experiments which will help you to develop laboratory skill, if you want to. It also describes some of the ways you can visualize the result of these experiments, and place them in a satisfactory framework of understanding.

To help you to sharpen your intellectual tools, it offers problems, in visualization and thought, which you can answer with the material presented. I urge you to try to grow crystals and build the simple models and apparatus you will read about; you will find them of great help in your understanding of the subject matter.

## CRYSTALS, THE PHYSICS OF THE SOLID STATE

"The hard smooth faces of the crystals of quartz, like the little cubes of table salt, were never smoothed or shaped by tools in human hands. Since the oldest days shinning crystals have been found where cave men collectors stored them. The cool symmetry of crystals has fascinated man. This uniformity in the face of the apparent jumble of the inorganic world seems to carry meaning. How can matter take forms of such beauty and order? If crystals were as rare as the fine specimens in the museum cases, or the cut gems of the jeweler, we might be able to defer answering the question. The study of crystals would be a small corner of the study of matter, to be entered after we knew all the rest of the broad sweep. But this apparent rareness is an illusion. Nature has grown her beauties over the long span of geological time, out of materials like quartz. But anyone in his basement can grow a fine large crystal in a Mason jar out of a commonplace chemical. Patience need be measured only in days. A wide variety of substances will form crystals once the proper conditions have been established. So crystals, even large ones, are not simply the result of unknown geological action."<sup>1</sup>

Small crystals are common. The microscope will show the crystallinity of salt, sugar, or soda. More than that, every piece of metal, like almost every mineral substance down to clay and sand of the soil is simply a compacted mass of tiny crystals. In a sample sheet of aluminum the crystal structure can be brought out by treating with an acid. The acid corrodes the various faces of the aluminum crystals in different ratios. The resulting texture is visible in reflected light, and the crystals can be seen, distorted into long fibrous blocks by the rolling out of the sheet in the mill which reduced it from the thick ingot. If we heat it, i.e. a sheet of aluminum, and allow it to remain very hot for some time, it will re-crystallize into a jumble again, but now the slowly grown crystals are larger and clear to be seen. Metals, then, are crystals like those in the mineral world.

"The symmetric crystals of quartz are large, grown slowly, and free from external influences. The jumbled crystals of rock or of metals are no different, but have been forced to conform in their outlines to the neighboring crystals pressing in on all sides. The crystallinity is revealed in the local uniformities. Each little face maintains a kind of identity of its own."<sup>2</sup>

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<sup>1</sup> Physical Science Study Committee, Physics, Massachusetts, National Science Foundation, 1957, p.103.

<sup>2</sup> *ibid.*

## WHAT IS A CRYSTAL?

"A crystal is the solid form of a substance, having definite shape and a definite number of faces because of the arrangement of the atoms within it. All crystals of the same substance have the same shape, though they may differ in size. With this definition in mind, would you say that a block of wood is a crystal? No, it is not. Its shape is not due to any arrangement of atoms. A person may carve wood or mold clay to resemble crystal shapes, but real crystals are formed by nature." <sup>1</sup>

## HOW ARE CRYSTALS FORMED?

"If we could make a few kinds of crystals ourselves we could understand better how crystals are made in a Mason jar or in nature. Let's take a spoonful of crystals of salt and drop them into a glass of warm water. The salt disappears. The water has dissolved the salt. Another way to express this same idea is to say that the salt is in solution. If you were to put the solution aside for several days the water would evaporate and disappear. If you examine the salt that is left behind, you will see that each particle is a cube just like the cubes you dissolved in the water." <sup>2</sup>

A speedier way to get the salt of an evaporated solution to recrystallize is to boil the salt solution. When all the water has evaporated in the form of steam, the salt will be left behind. Again it is in the form of cubes. Now you have seen that substances can be in solution in a liquid and then become a crystal again. Water flowing through the rocks of the earth may dissolve certain mineral substances and carry them in solution. These solutions may at times contain too much mineral matter. Under these conditions the various minerals will recrystallize and be deposited in cracks and openings in the rocks. Crystals of such minerals as quartz, calcite, and pyrite, (fool's gold) are frequently deposited in this way.

"In nature there are hundreds of substances which form crystals. Water is one of the most common. When water freezes it turns into frost crystals or snowflakes. Mineral crystals are, as previously stated, all formed in certain rock making processes. Great quantities of hot and melted rock material deep down in the earth are actually solutions of minerals. When these masses of molten rock materials are forced upward into the earth's crust, they begin to cool. The minerals become crystals when they change from the hot liquid to the cool solid form. For example, the rock granite contains crystals of the minerals quartz, feldspar, and mica." <sup>3</sup>

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<sup>1</sup> Britannica Junior, Crystals, Chicago, Encyclopaedia Britannica Inc., 1956, p. 540

<sup>2</sup> *ibid.*

<sup>3</sup> *ibid.*

Probably millions of years ago this granite was once a molten mass of minerals in solution. Likewise, there are today within the earth's crust masses of molten rock material which are slowly cooling and forming mineral crystals of many kinds. Thus far, only one shape has been named--the cube. There are dozens of other shapes. There are some that have six long straight sides like lead pencils. This form is called a prism. Some have triangular faces which meet in a peak and are known as pyramids. Some are diamond shaped, some are combinations of two or more patterns forming still more combinations. All the crystals known in the world today can easily be grouped into six systems. The thirty-two forms can be grouped into six systems. The names of the six systems are: isometric, tetragonal, orthorhombic, hexagonal, monoclinic, and triclinic.

Some minerals form crystals so small that they can be seen only through a microscope. Others form crystals that weigh several hundreds of pounds. Asbestos, for instance, forms thin hairlike crystals. The mineral mica is found in thin transparent sheets. On the other hand, the mineral quartz may occur as tiny crystals, or as huge ones weighing several hundreds of pounds.

"In the Black Hills of South Dakota the crystals of the mineral spodumene are as large as good sized logs." <sup>1</sup> Some minerals, such as sulphur, always have the same coloring whether the crystal is in its pure form or not. Pure quartz is clear and colorless like fine quality glass. Very small amounts of other minerals may cause a change in color. This extra mineral substance is called an impurity. Quartz, because of one kind of impurity may be lavender (amethyst). Very small amounts of other mineral substances may cause a change in color. Because of another kind of impurity it may be black (smoky). Copper as an impurity gives a lovely blue green coloring to a mineral. Iron impurities lead to a reddish brown crystal form. Crystals may vary from clear and colorless (like pure quartz) to dull dark colors or the bright beautiful colors.

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<sup>1</sup> Encyclopaedia Britannica, Crystals, New York, The Encyclopaedia Britannica Company, 1908, p. 587.

426

### INDUSTRIAL USES OF CRYSTALS

"Very hard crystals such as diamonds and granite are used for cutting or drilling other substances. Of course, only imperfect specimens would be used in this way. The perfect specimens would be much more valuable as gems. Radio receiving sets at one time made use of galena crystals, a mineral made of lead and sulphur. Quartz crystals are used in military radio sets." <sup>1</sup> "The heat treatment and alloying of metals is largely carried on to alter their internal structure and so obtain different degrees of hardness, strength, and so on." <sup>2</sup>

"Crystals of quartz, calcite, and fluorite are used in special kinds of microscopes. The next time you handle a piece of sandpaper look at it closely. The running of the crystals is remarkably in parallel lines. The grains of sand are nothing more than tiny rounded fragments of quartz crystals glued to the paper. Because the mineral quartz is very hard, the sandpaper can be used to smooth and polish other substances.

Crystals have played an important part in the world from the time primitive man used them in ample jewelry to the present day when diamond drills and radio sets have become a necessary part of our lives." <sup>3</sup>

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- 1 Britannica Junior, Industrial Uses of Crystals, Chicago, The Encyclopaedia Britannica Company, 1956, p. 541.  
2 Compton's Pictured Encyclopedia, Crystals, Chicago, F. E. Compton and Company, 1948, p. 409.  
3 Britannica Junior, op. cit.



## CRYSTALS IN NATURE

Salts, as a rule, may be obtained in crystalline forms, some of which are very beautiful. Crystals are formed by the solidification of a substance or by its deposition from solution. Thus, in winter, when the weather is cold, frost appears upon our window panes, and snow flakes of exquisite loveliness appear. A great many salts may be prepared in crystalline form by allowing a hot saturated solution to stand in a glass crystallizing dish, or by coating a piece of glass with a little of it. As the solution cools, crystals form, which may be examined with a pocket lens or by means of a microscope. Crystallization may be shown most beautifully by placing a drop or two of silver nitrate solution on a clean glass slide and then adding a small peice of copper filing or very fine copper wire. When examined, crystals of silver are to be seen--the so called silver tree. The smallest crystal which makes its appearance has the same form as a large crystal.

"Crystals differ much in appearance. Common salt crystallizes in cubes, epsom salt in the form of a foursided prism, and ammonium chloride may be viewed under the microscope as exquisite crosses and fern like forms. While crystals appear to assume an almost infinite variety of forms, they may be broken down into six systems, which will be illustrated later on in this research paper." <sup>1</sup>

## CLASSIFICATION OF SUBSTANCES

"Substances, may frequently be divided into two classes, namely amorphous and crystalline. Under amorphous substances we have the liquids and glassy solids, in which the arrangement of the particles is chaotic, that is, not arranged in a definite pattern. The arrangement of particles may be likened to trees growing in a natural forest. A crystalline substance on the other hand is one in which the particles are arranged in definite order, like trees in a nursery or a garden. Crystals, therefore, have structure, and many of them possess cleavage. This mineral may be split into sheet of inconceivable thinness; indeed, it is estimated that a single sheet may be only two molecules in thickness. While crystals are microscopically small, others are very large. A natural crystal was found which measured 3 feet by 6 feet by 42 feet in lenfth, thirty seven tons of spodumene having been quarried from a single crystal. Artificial crystals do not reach these dimensions, but very long metallic crystals have been prepared. Thus, when plastic tungsten is drawn through a die, at such a rate that the particles have time to arrange themselves in definite order, crystals a mile or more in lenght may be prepared." <sup>2</sup>

1 William Foster, Romances of Chemistry, New York, Appleton Century Inc., 1936, p. 305.

2 Dexter S. Kimball, The Book of Popular Science, New York, Grollier Society, 1932, p. 2106

## CLASSIFICATION OF CRYSTALS

Crystals are distinguished and classified by the geometry of their plane surfaces (crystal faces) which give them their shapes, especially by the angles in which adjoining crystal faces meet. This is a highly technical subject which is especially difficult because many crystals have a large number of faces.

### ISOMETRIC SYSTEM

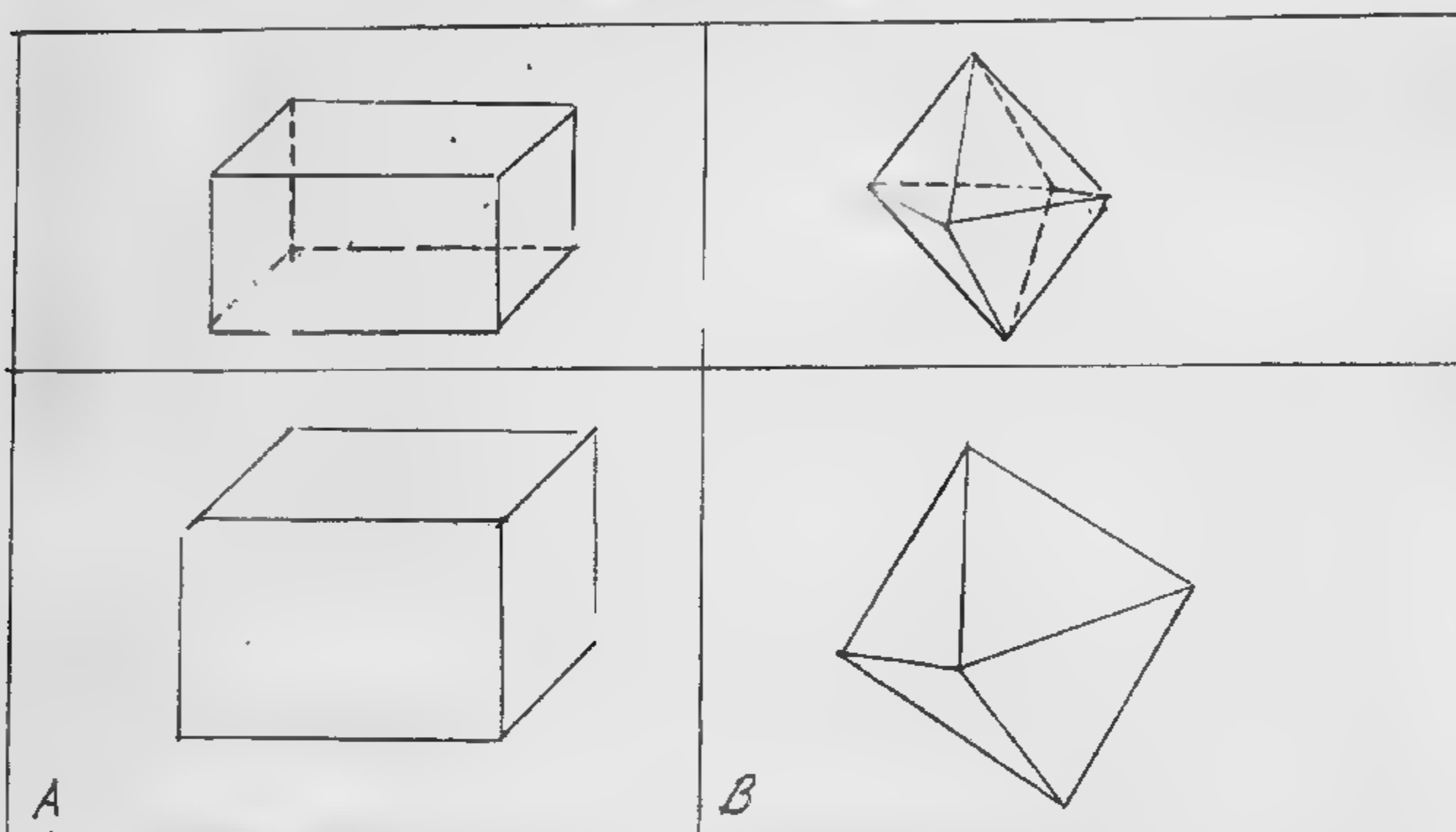


Fig. 1 ISOMETRIC CRYSTALS. Gold silver, and table salt are among the minerals which form crystals in this system.

"The isometric system. In this system the simplest form is a cube. (Fig. 1-a) In it, each of the six faces is a square and all of them meet at right angles. In figure 1-a, the lower row shows a cube as it looks in nature. The upper row shows the same cube with three imaginary axes drawn on the inside." <sup>1</sup> "The isometric system is based on three rectangular interchangeable axes." <sup>2</sup> Figure 1-b shows another common form, the octahedron. It consists of a four sided pyramid, of which each face is an equilateral triangle. Galena, pyrite, alum, and garnet crystallize in this system.

<sup>1</sup> The World Book Encyclopedia, Crystals, Toronto, World Book Encyclopedia Inc., 1925, p. 875.

<sup>2</sup> The New International Encyclopedia, Crystallography, New York, Dodd, Mead, and Company, 1914, p. 674.



## TETRAGONAL SYSTEM

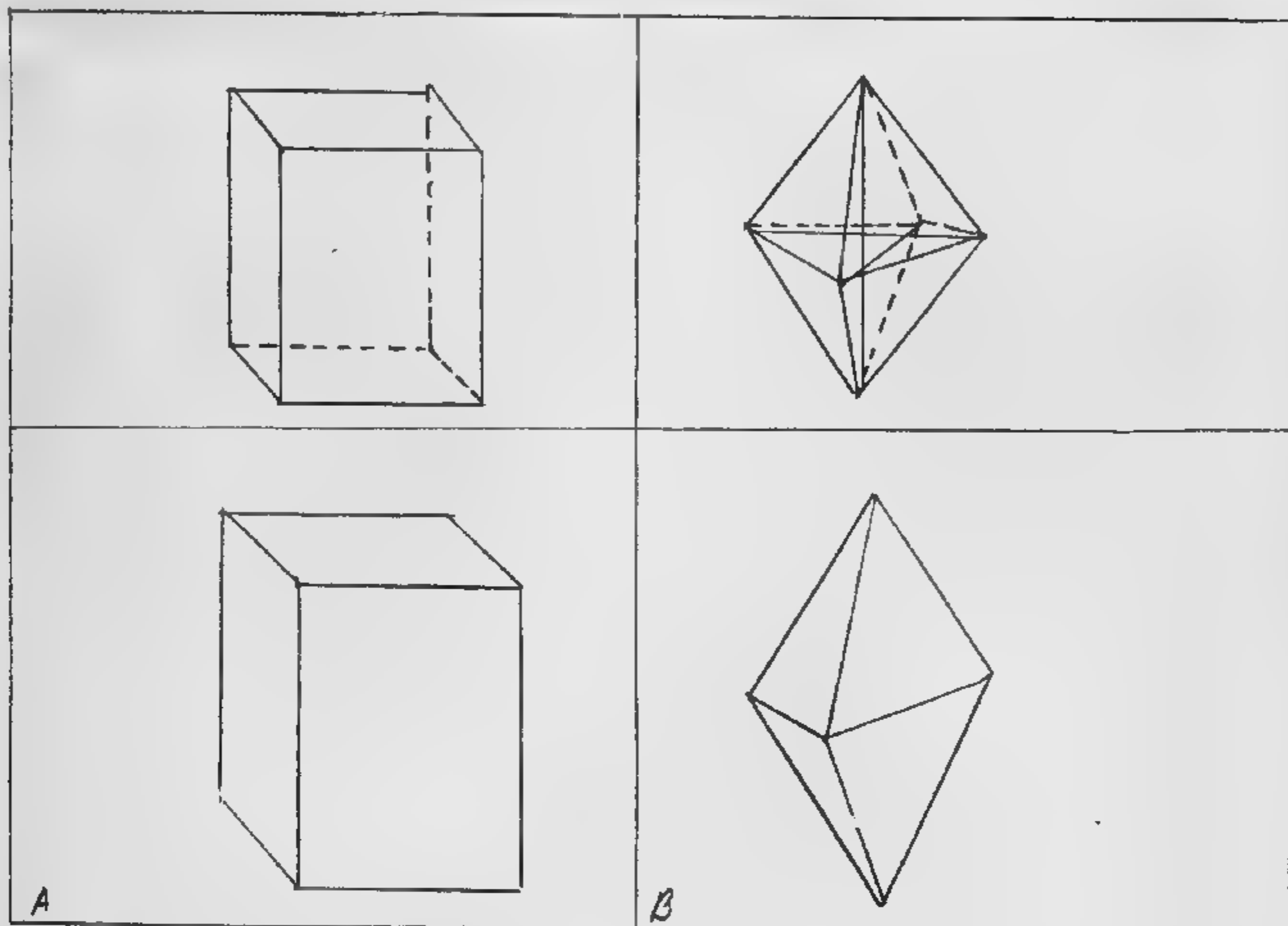


Fig. 2a Crystals in the tetragonal system. The gem called zircon forms crystals in this system.

"The Tetragonal System. The simplest form is the prism (fig. 2a) of which the sides are rectangles, and the top and the bottom are squares. All the faces meet in right angles. The upright axis is longer than the other two, which is equal. IN the corresponding pyramid, the sides are identical isosceles triangles." <sup>1</sup>

"The tetragonal system is based on 3 rectangular axes, two of which are interchangeable. Five of the seven groups under this system show four-fold symmetry with respect to the non-interchangeable axis." <sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

## ORTHORHOMBIC SYSTEM

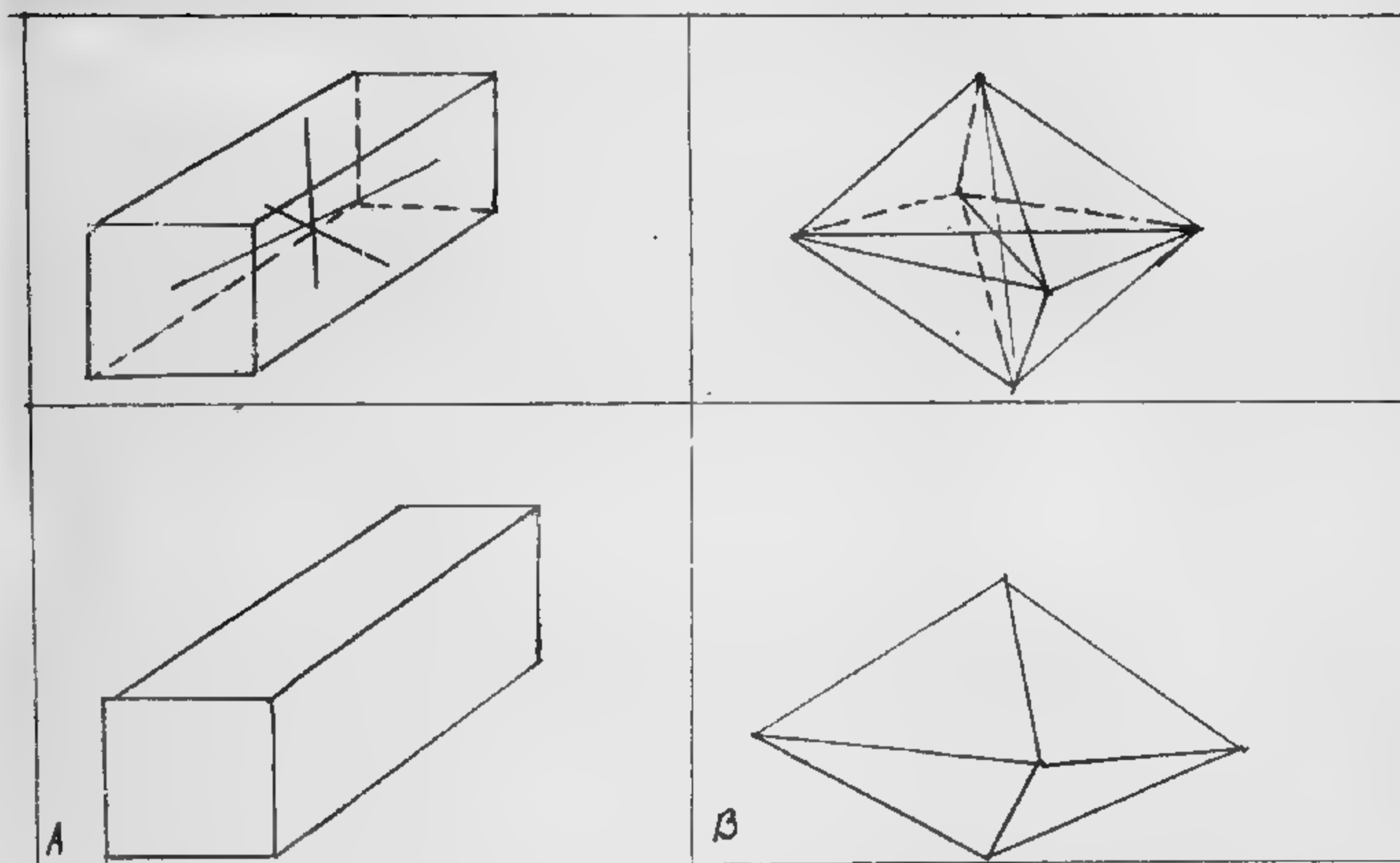


Fig. 3 Crystals in the orthorhombic system. The crystals of topaz, a reddish brown gem, belong to this crystallographic system.

"Orthorhombic System. Here the left side, the right side, and the top of the prism (Fig. 3a) are all rectangles. Not one is a square but they meet in right angles. All three axes are of different isosceles triangles." <sup>1</sup>

"The orthorhombic system is based on 3 noninterchangeable rectangular axes of two fold symmetry, the highest of the three groups under the system having 3 planes of symmetry." <sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

# HEXAGONAL SYSTEM

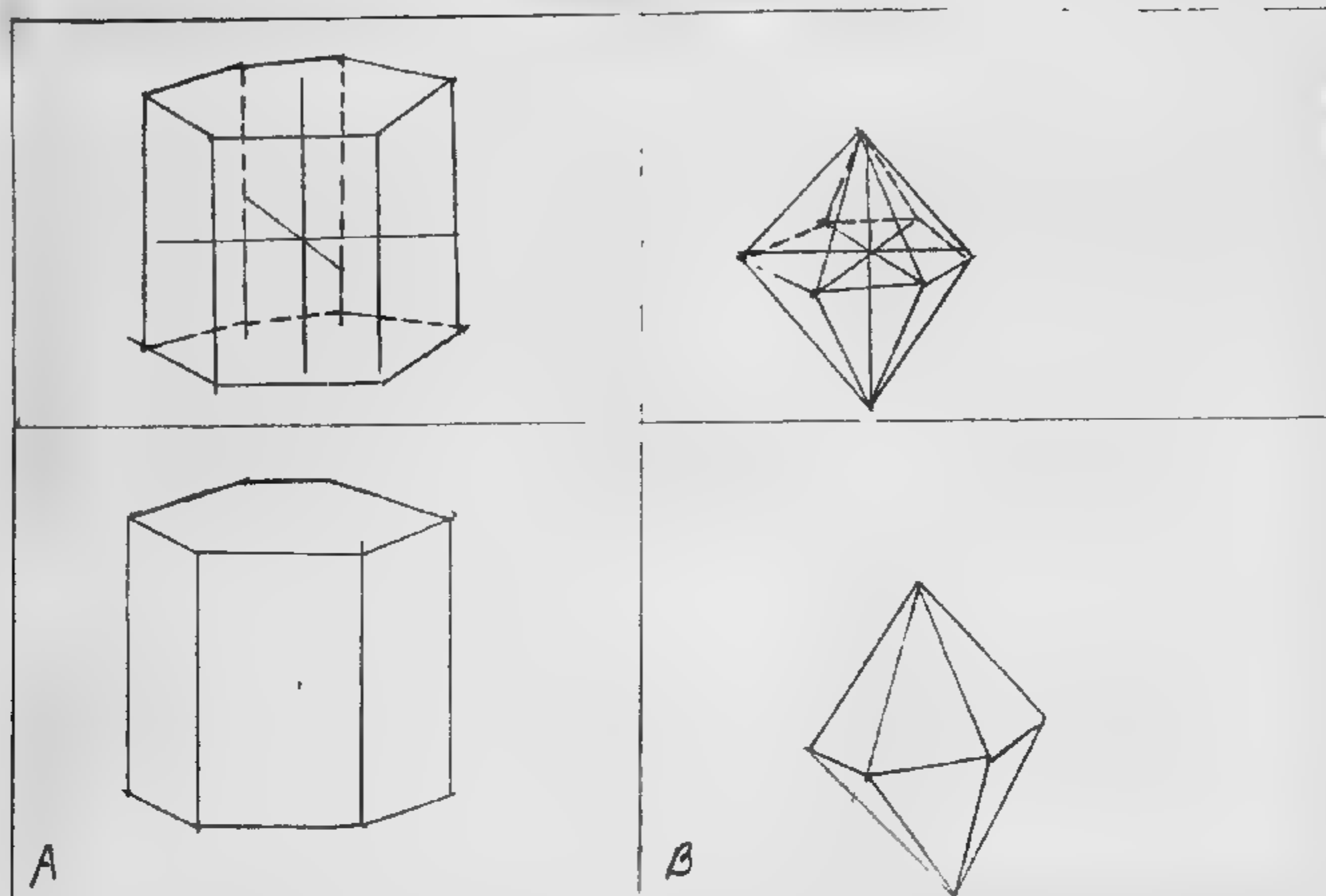


Fig. 6. Crystals of the Hexagonal System. The familiar crystals of ice and quartz belong to the hexagonal system.

"Hexagonal System. In this system the prism consists of six sides, instead of four as in the other systems, which meet the top and bottom surfaces at right angles. There are correspondingly four axes, three of which are equal in length and the fourth is longer or shorter. The corresponding pyramid has 6 sides. Most actual crystals are built up of more crystal faces than appear in the simplest forms illustrated in figures 1-6. More complex crystal forms are frequently found in the minerals garnet, topaz, and quartz."<sup>1</sup>

"The Hexagonal system is based on 3 interchangeable axes in the same plane equally inclined to each other, and one axis at rt. angles to the other 3 and non-interchangeable with them. This system includes 2 sub-divisions, (1) the trigonal system and (2) the hexagonal."<sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

# MONOCLINIC SYSTEM

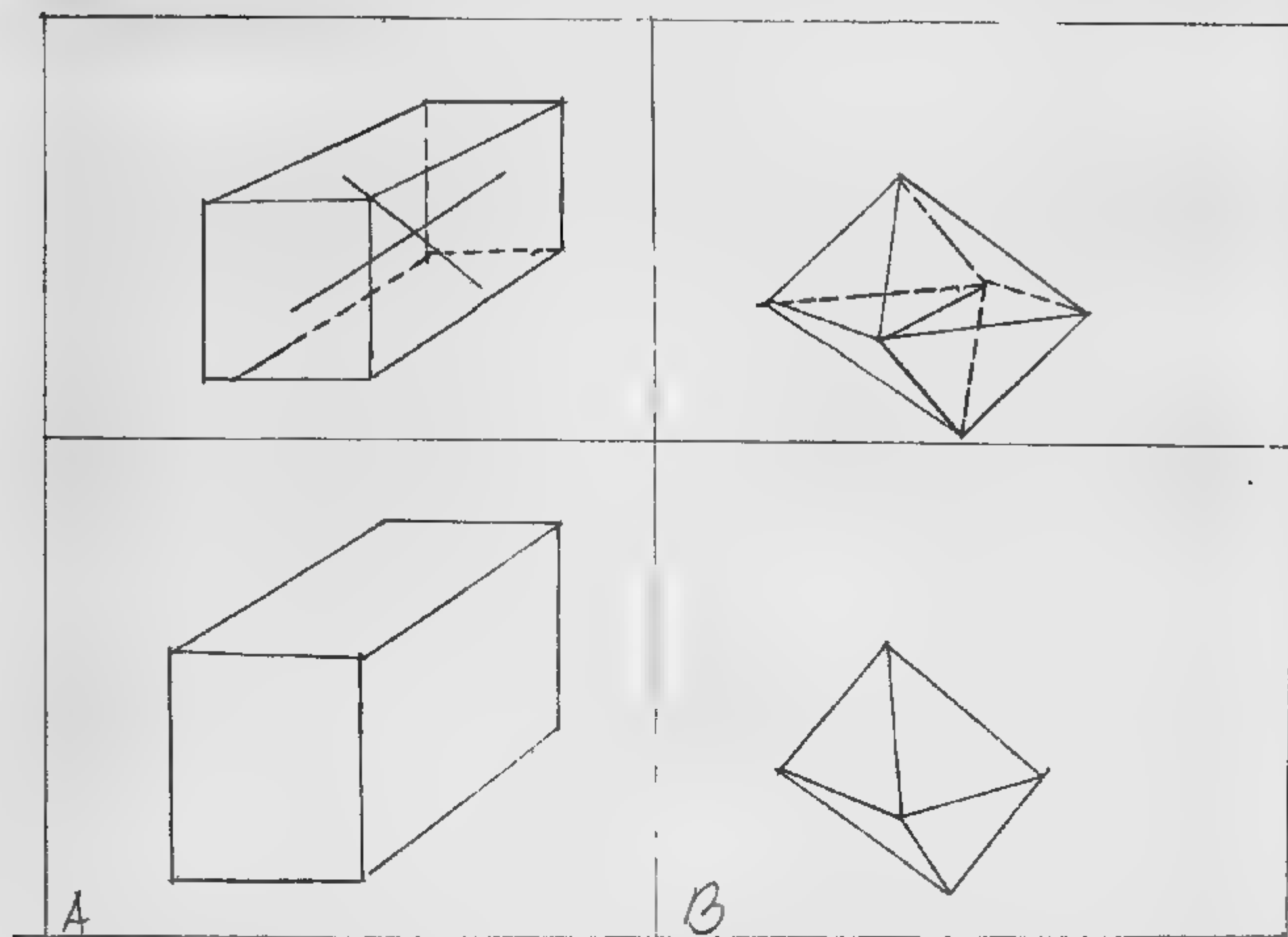


Fig 4. Crystals of the Monoclinic system. Sugar and gypsum(used in making Plaster of Paris) form monoclinic crystals.

"Monoclinic System. In the simplest prismatic form, all six sides consist of rectangles, but only the left and right sides meet at right angles. The top and bottom surfaces are inclined planes instead of being horizontal, as they are in the first three systems. No pyramids exist. Instead one gets forms such as shown in Fig. 4b Sugar and the mineral gypsum crystallize in this system." <sup>1</sup>

"The Monoclinic system is based on 3 non-interchangeable axes, two of which are at rt. angles and the third inclined to the plane of these. This system includes 3 groups, all crystals of which show one plane of symmetry." <sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

## TRICLINIC SYSTEM

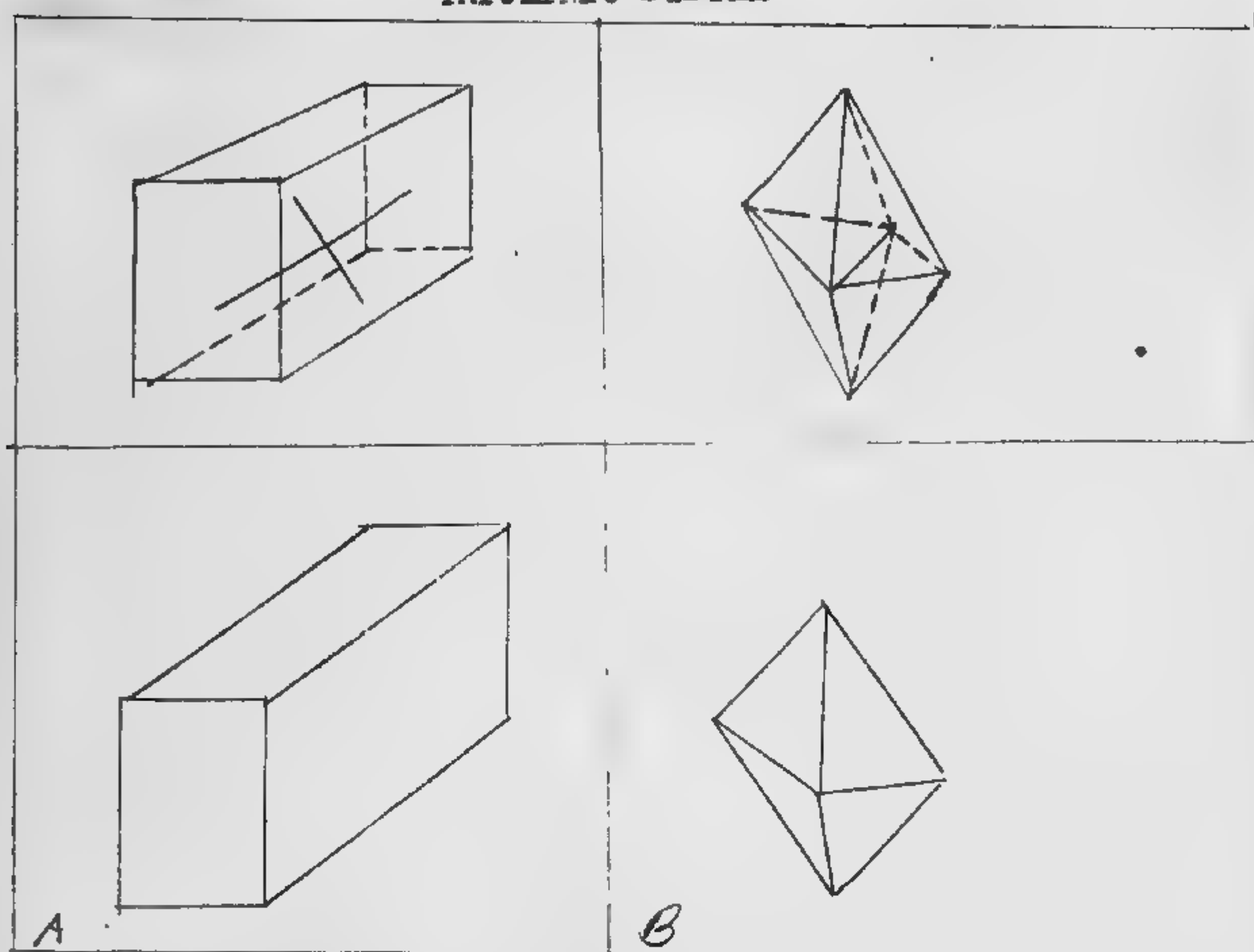


Fig. 5 Crystals of the triclinic system. This is the kind of crystals formed by copper sulfate.

"Triclinic System. In this system, none of the rectangular faces of the prismatic form meet at right angles." <sup>1</sup>

"The Triclinic System is based on three inclined axes, corresponding to three non-rectangular and non-interchangeable lines of crystallizing force. Crystals referred to in this system, which includes two groups, are symmetrical only to a place which is usually a point." <sup>2</sup>

<sup>1</sup> The World Book Encyclopedia, op. cit.

<sup>2</sup> The New International Encyclopedia, op. cit.

## TWO METHODS FOR GROWING CRYSTALS

"Two general procedures for growing large single crystals of salts can be conveniently used at home. In both methods you suspend a seed crystal by a thread in a Mason jar containing the solution. In one, the sealed jar method, you supersaturate the solution and seal the jar to keep water from evaporating. The seed will grow as excess salt in the solution slowly crystallizes on it. This is the quickest and most useful way of growing most of the common crystals.

In the other method, the evaporation method, you start with a saturated solution and permit it to evaporate slowly. You leave the jar unsealed, and cover the top with a piece of cloth, both to reduce the rate of evaporation and to keep dust out of the solution. As water evaporates the solution becomes supersaturated and the seed grows.

In both methods fairly constant temperatures are quite important, because changes in temperature changes the degree of supersaturation. Consequently, it is wise to keep the jar somewhere in the house, possibly the basement, where it will not be disturbed and the temperature varies the least." <sup>1</sup>

### PREPARING A SATURATED SOLUTION

"In both methods of growing crystals the first step is to make a solution that is saturated and the temperature at which the crystals will be growing. In the evaporation method you will then let the solution evaporate slowly after you have hung the seed in it. In the sealed-jar method you will heat the saturated solution to a higher temperature, where it is unsaturated. Then you will dissolve a little more salt in it, hang on the seed, and cool it to the original temperature, where it will find itself supersaturated." <sup>2</sup>

In preparing the saturated solution, you proceed either by dissolving a solid in an unsaturated solution or by withdrawing solid from a supersaturated solution. Notice now why the latter is the better procedure.

A solid salt at the bottom of a jar of water will dissolve quickly at first, but it will soon be surrounded by a concentrated solution. Since the solution is denser than the water, it will tend to stay at the bottom. If you do not stir the solution, further progress toward saturation will depend on diffusion of the salt upward into the more saturated part of the solution, a very slow process however. If you stir the solution you soon meet another problem. As the solution comes closer to the saturation point, the solid dissolves more slowly. The procedure needs a lot of attention over a long time.

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<sup>1</sup> Alan Holden, Crystals and Crystal Growing, New York, Doubleday and Company, Inc., 1960, p. 94

<sup>2</sup> *ibid.*

### PREPARING A SEED CRYSTAL

"Any fragment of the solid, no matter how tiny, is a potential seed. But in order to be conveniently suspended by a thread, a seed must be one eighth to one fourth inch long. Furthermore, it must be a single crystal so that the crystal growing from it will also be single. You can prepare such seeds by pouring one ounce of an unsaturated solution into a small glass and setting it in an undisturbed place. As the solution evaporates a few crystals come to be supersaturated and will usually begin to grow at the bottom of the glass. If it becomes supersaturated without depositing crystals, add a very small amount of crystalline powder from the supply bottle, or the powder left after evaporation of a drop of the solution has taken place. Look at the glass and its contents once or twice a day; harvest the seeds when they have grown large enough for convenient handling, but before they grow so large that they touch and interfere with one another. Pick out the good seeds with tweezers, or pour off the solution and dump all the seeds on a paper tissue, where you can dry them well."<sup>1</sup>

### PREPARING THE GROWING SOLUTION FOR THE SEALED JAR

The sealed jar method requires the preliminary preparation of a supersaturated solution from the saturated solution. You will prepare that solution by dissolving more salt in the saturated solution at a higher temperature, and then cooling the solution. The proper degree of supersaturation varies with the behavior of each salt; how fast it can order itself into a crystal without faults, and how highly its solution can be supersaturated without depositing seeds spontaneously. The crystal you grow at constant temperature cannot become larger than the amount of salt you add to a solution originally saturated at a designated temperature.

### GROWING AND HARVESTING A CRYSTAL

"Don't disturb the crystal during growth. Try to keep the temperature fairly constant, using a bucket of water from thermal ballast if necessary. By the sealed jar method the crystal should grow to a good size in from three to six days. Some crystals accumulate in the bottom of the jar and if not removed they will hamper the others growth. When a crystal has attained full growth, pull it out and dry it immediately with a paper tissue or a soft cloth. Be careful how you handle it, especially if you intend to use it in the optical instruments described later, for if it is soluble in water, perspiration will surely damage your fine beauty. The best way to store it is to wait till it is through drying and then put it in a screw topped jar to keep it from damage in either too dry or too humid air."<sup>2</sup>

<sup>1</sup> Alan Holden, op.cit.

<sup>2</sup> Ibid.



## AN EXAMPLE OF A RECIPE

"A recipe for growing a crystal of Rochelle salt is as follows:

- I Supersaturated solution:
  - a. 1 pound of Rochelle salt in 349 cc. water.
  - b. 130 grams of Rochelle salt per 100 cc. water.
- II Add to the saturated solution:
  - a. 31 grams of Rochelle salt
  - b. 9 grams per original 100 cc. water.

The a quantities are based on your buying a certain quantity of the salt. They always specify the smallest amount of salt that will give the satisfactory results, and they will spare you much weighing. The b quantities are ratios; from them you can calculate any desired quantity of solution. To grow a Rochelle salt crystal, dissolve one pound of the salt in 349 cc. of water measured by a kitchen measuring cup. Heat the mixture to dissolve the salt, seal it in the Mason jar and let it cool. Then add some grains of Rochelle salt; the supersaturated solution will deposit its excess on the added grains, and in a couple of days the solution will become saturated. Pour off the solution and grow some seeds from an ounce of it. Now you are ready to make the growing solution. To grow by evaporation warm the saturated solution to dissolve the unwanted seeds, then let it cool again. To grow by the sealed jar method, warm the saturated solution add the a quantities of salt--31 gr.--given in part II of the recipe and dissolve it. This is the growing solution in which you plant the seed using the cardboard disc to suspend it."<sup>1</sup>

## COMPARISON OF THE TWO METHODS

Each method--sealed jar and evaporation have advantages and disadvantages. Both, of course provide the indispensable condition for a crystal to grow from solution, supersaturation. In the sealed jar method, the supersaturation arises from supercooling the solution. In the other method, evaporation of some of the water provides a progressive supersaturation for the solution. Growing a crystal by evaporation, you can, at least in principle, get back almost all the dissolved solid in the form of a single crystal. But the rate of evaporation is hard to control, it depends on how humid the environment is, and how effectively casual drafts remove the evaporated moisture. Since evaporation occurs at the surface of the solution the degree of supersaturation tends to be greatest there; unwanted seeds often form at the surface and may drop on the desired crystal. Any droplets of solution splashed on the sides of the jar, at the time it was filled, will evaporate to dryness, and the residue of crystalline dust may drop into the solution, providing a host of nuclei for crystallization.

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<sup>1</sup> Alan Holden, Op. cit.

#31

On the other hand, control of the supersaturated solution is obtained by lowering the temperature considerably. Often you can cool the solution three or more degrees centigrade below the saturation temperature without causing additional seeds to form spontaneously. Then a crystal can be grown for as long as a week at constant temperature. As the crystal grows the supersaturation declines, and thus automatically provides the slower growth rate usually desirable as a crystal becomes larger. But this amount of material that can be deposited from the solution is clearly limited, even if you reduce the temperature again after the initial supersaturation has been exhausted.

## CLEAVING AND GLIDING CRYSTALS

"A kind of behavior found only in crystals is "perfect cleavage:" a crystal may break apart much more easily along planes in a few directions than along any others. Not all crystals exhibit cleavage; but in those that do, the property is an impressive testimonial to the orderliness of their atomic arrangement. A familiar example of cleavage among minerals is the cleavage of mica. (Among the crystals you can grow by the recipe are: sodium nitrate, nickel sulfate hexahydrate, and calcium copper acetate hexahydrates)

The plane of cleavage in a crystal of nickel sulfate hexahydrate is perpendicular to its axis of four fold symmetry. You can cleave the crystal along any plane perpendicular to that axis: the term "cleavage plane" does not refer to a particular place in the crystal but to a particular direction in the crystal. The crystal can be cleaved along any one of the entire family of planes in that direction. In sodium nitrate the cleavage is rhombohedral. One consequence of the rhombohedral blocks. The corresponding property in calcite led scientists of about three centuries ago to think that calcite might be constructed of identical tiny blocks, having the shape of a cleavage rhombohedron." 1

Cleaving a crystal cleanly is an art and takes practice-- one of the least of the arts the gem cutter must learn. After you have mastered the art you can easily assure yourself that the cleavage directions are very specific. An attempt to cleave the crystal in some other direction will produce only irregularly broken surfaces. Looking carefully at these broken surfaces, however, you may find small, brightly reflection sections which lie along planes of cleavage.

It is interesting to contrast the cleavage properties of calcium copper acetate hexahydrate with those of nickel sulfate hexahydrate. Each of these crystals belong to the tetragonal crystal system, and each has directions of perfect cleavage. In nickel sulfate the family of cleavage planes is perpendicular to the four fold axis of symmetry and the symmetry does not require that family to be duplicated in any other direction. In calcium copper acetate, however the cleavage are in planes parallel to the four fold axis.

When a crystal has two directions of cleavage not related by symmetry, both may be duplicated by symmetry in other directions. Again calcium copper acetate is a good example. One of the families of cleavage planes parallel to the axis affords very good cleavage. These planes are parallel to the larger faces in the usual habit of the crystal.

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1 Alan Holden, op.cit., p. 16

Without doubt, the planes of cleavage in a crystal are planes across which the forces between the atoms--the forces finding the crystal together--are weakest. It is tempting to guess that, if the binding forces are weakest in the direction perpendicular to those planes, then the atoms are farther apart in that direction than in others. But common salt, shows that the atomic behavior cannot be as simple as that. Salt has cubic cleavage--three mutually perpendicular families of cleavage planes.

The arrangement of ions in the cube plane is like a square net with positive and negative ions located alternately in the meshes. The ions in the octahedron plane are arranged on a net with triangular meshes, and all the ions are either positive or negative. Since there is the same number of positive and negative ions in the cube plane, the electric charge in the whole plane adds up to zero. The plane is electrically neutral over-all, and so are the parallel planes on either side of it. But an octahedron plane, whose ions are all one sort, has a large electric charge of the opposite sign. The planes of opposite charge will attract each other much more strongly than the neutral planes. Therefore, the crystal comes apart much more easily between the neutral planes than between the charged planes. This examination of the reason why sodium nitrate shows rhombohedral cleavage. Studies of the structure of sodium nitrate by X-rays reveal that its atomic arrangement is somewhat similar to that of sodium chloride. In place of the spherical chloride ions, sodium nitrate contains nitrate ions. The four atoms constructing a nitrate ion are all in the same plane, and each ion can be roughly pictured as a triangular block. The blocks are so arranged in parallel planes and the cubic structure of sodium chloride is broadened, in the plane of blocks, into a rhombohedral structure. As in sodium chloride the electric forces exerted by the positively charged sodium chloride ions and the negatively charged nitrate ions have caused them to collect their opposites around them and to push their fellows away. The rhombohedral planes are electrically neutral in sodium nitrate, just as the cubic planes are neutral in sodium chloride.

"Another crystallizing phenomenon, is glide. The mineral calcite is the most celebrated exhibitor of glide; and since sodium nitrate crystals have the same atomic arrangement as Calcite, you can observe glide in the crystals you have grown. Glide occurs when you press the edge of a knife into one of the edges of a rhombohedron of sodium nitrate. You must choose an edge where the faces meet in an obtuse angle rather than an acute angle. In order to obtain the best result, choose a plane on the edge not more than an eighth to a fourth of an inch. As you press the blade slowly into the crystal, the part of the crystal between the end and the edge will shift over."<sup>1</sup>

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1 Alan Holden, op.cit. , p. 16

"Crystals of ammonium nitrate glide spectacularly. This substance forms long needle shaped crystals. Operating on one of these needles, slowly, you can bend it into a circle, twist it into a spiral, or even tie it into a knot. Since metals are also made of crystals, and since they can often be deformed mechanically as easily as ammonium nitrate, it is natural to visualize the bending of a metal as a gliding process in its constituent crystals. Single crystals of metals do in fact have well defined glide planes, and glide is responsible for many of their mechanical properties. The study of metals has shown that it is not necessary for a whole plane of atoms to move at any one time to accomplish glide. It is only necessary to move a line of atoms, then the next line into the plane, and so on. In fact, the study has shown that glide would almost certainly not occur if an entire plane of atoms had to move at once, because it would be too difficult to move so many atoms simultaneously."<sup>1</sup>

The explanation of the cleavages in sodium chloride and sodium nitrate in terms of the forces of repulsion and attraction between the like and the unlike electrical charges, is a satisfactory one for crystals composed of ions.

By making a part of the sodium nitrate crystal glide, you produce an example of another frequent phenomenon. In crystals the third phenomenon is "twinning". The glided part and the part directly beneath it, the part that has not yet glided but would be if you pushed the blade further, taken together constitute a twinned crystal. There is a "twin boundary" along the plane of atoms directly beneath the last plane that slipped, and the two parts of the twin are mirror images of each other in that plane.

In this you have produced a twin by glide, but twinning in general is a much more prevalent phenomenon than glide. The word is used whenever two or more parts of a crystal are tightly joined and have the same atomic arrangement, but differ in orientation in such a way that they are symmetrically related to one another. The two parts of the twinned sodium nitrate crystal are tightly joined and have the same atomic arrangement. Similar planes of reflection relate the two parts of the twinned crystal of ammonium dihydrogen phosphate, which grew spontaneously in a tank in which dihydrogen phosphate intertwined crystals of the same substance and grew at the same time.

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<sup>1</sup> Alan Holden, Crystals and Crystal Growing, New York, Doubleday and Company, Inc., 1960, p. 108



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## APPENDIX

You have just read the partial story of the fascination subject of crystals. For personal investigation there are other fields which you can further investigate. A few of these are: Cloud Seeding, which makes clear the close connection between studies of crystal structure and recent efforts to produce rain artificially, The Origin of Granite, The Nature of Crystals, Dislocations in Metals, The Nature, Origin and the Strength of Metals, Atomic Structure and the strength of Metals, The Nature, Origin, and the interpretation of the Etch figures of Crystals, Elasticity and Cohesion, and The Dichroscope.



“Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated failures. Persistence and determination alone are omnipotent.”

*Calvin Coolidge*

438

I SPEAK FOR DEMOCRACY

Submitted by  
Robert Powell

## I SPEAK FOR DEMOCRACY

When I speak for democracy I speak for America- her great metropolitan areas, her quaint rural villages, her immense prairies, her gently rolling fields, her vast and breath-taking lakes and rivers, her trickling brooks that wind their way down mountainsides into larger bodies of water, her wise and questioning sage, her foolish and impetuous youth, but mainly I speak for her way of life; a way that has secured for America an eternal place in the eyes of all mankind.

Among the many remarkable things about our country none is more striking than the way in which a long course of social evolution has been telescoped, so to speak, into a short period of time. The interval from frontier to urban conditions has frequently been less than the span of a single life, and indeed the two have existed at the same time within a day's journey of each other. It was but a natural thing that a political organization formed to fit the needs of a small nation of back woodsmen and farmers with a small proportion of traders in a few small cities should rapidly get out of date as that nation increased in population and wealth, industry and commerce, until it outstripped all other civilized nations in the world, and that is what happened to us in a little over a century. Though as a whole we are still rural in comparison with some of the older and smaller countries of Europe, the metropolis of America is now the largest city in the world and represents the greatest concentration of population and business.

We are a nation of free men and women. The right to live in a real democracy such as ours has been granted to very few people in the history of the world, and many who have had this right have lost it because there were always avaricious and unscrupulous men waiting to deprive people of their rights and return them to slavery. How fortunate you and I are to live in a nation such as America- "a cradle of liberty"- where all men and women are treated equally. A nation whose fundamental doctrines are those of equal suffrage, equal legal rights, and the power to decide together what the laws will be and how the government should be run.

We, all of us, want to better the lot of mankind. We must eliminate the hunger that emaciates children and scars the souls of their parents. We yearn to see mankind reaping each year a richer harvest from the good earth, sharing a commerce in goods and in knowledge and in wisdom, that we may dwell together in plenty and in peace.

440

All of us can share in this dream of plenty and this determination that it be fulfilled. In its fruition we can find our own fulfillment, and that of America, and that of democracy. To this goal we can join hands and our hearts. It is our challenge and our destiny.

441

“To be creative is to consider the whole process of life as a process of birth and not to take any stage as the final stage.”

*Erich Fromm*

# The Challenge of a Loyal American

942

by SRP

America is today the strongest, the most influential, and the most productive nation in the world. Understandably proud of this pre-eminence, we yet realize that America's leadership and prestige depend not merely upon our unmatched material progress, richness, and military strength, but on how we use our power in the interests of world peace and human betterment.

Throughout America's adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement; and to enhance liberty, dignity, and integrity among people and among nations. To strive for less would be unworthy of a free and religious people. Any failure traceable to arrogance, or lack of comprehension or readiness to sacrifice, would inflict upon us grievous hurt both at home and abroad.

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology-global in scope, atheistic in character, ruthless in purpose and insidious in method. Unhappily, the danger it poses promises to be of indefinite duration. To meet it successfully there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle-with liberty at stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.

We are faced these days with a condition and not a theory. This condition, communism, started 43 years ago and today it rigidly controls one third of mankind and has penetrated and softened up in varying degrees the remaining two thirds. The hope of liberation must never be allowed to fade from the hearts of these oppressed peoples. With vision and leadership the west should be able to promise them greater material benefits than they would acquire themselves by their own free exertions. But they should be promised more. They should be assured of the freedom to criticize, to think, to create; the freedom to choose and turn out their own government.

This offers a challenge to the next generation of Americans. A challenge far more interesting than the notion that we are an affluent society and our only problem is to use our leisure decently. The world environment we confront demands that we in a generation prove what other generations of Americans have had to prove in the face of different agendas. It demands that we remain loyal to the sense of democratic mission which is the root of our nationhood, and demonstrate once again that democracy is not the absurdity dictators and autocrats have always believed it to be.

Crises there will continue to be. In meeting them whether foreign or domestic, great or small, there is a recurring temptation to feel that some spectacular and costly action could become the miraculous solution to all current difficulties. But as we peer into the future, we-you and I, and our government-must avoid the impulse to live for only today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written, America knows this world of ours, ever growing smaller, must avoid becoming a community of dreadful hate and fear, and be, instead, a proud confederation of mutual trust and respect. Only with complete dedication by all of us to the national interest can we bring our country through the troubled years that lie ahead. Our problems are critical. The tide is unfavorable. The news will be worse before it is better, and while hoping for the best, we should prepare ourselves for the worst.

The hopes of all mankind rest upon us, not simply upon those of us in this auditorium, but upon the peasant in Laos, the fisherman of Nigeria, the exile from Cuba, the spirit that moves every man and nation who shares our hope for freedom and the future.

We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied, that those who now denied opportunity shall come to enjoy it to the full; that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities, that all who are insensitive to the needs of others will learn charity; that the scourge of poverty, disease, and ignorance will be made to disappear from the earth, and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love.

We yearn to see mankind reaping each year a richer harvest from the good earth, sharing a commerce in goods and in knowledge and in wisdom, that we may dwell together in plenty and this determination that it be fulfilled. In its fruition we can find our own fulfillment and that of America. To this goal we can join our hands and our hearts. It is our challenge and our destiny.



I am interested to discover  
that I did so much  
original writing when  
in high school.

Various French worksheets  
completed by SRP in high  
school. Who would ever  
have guessed at the time  
that I would major in  
French in college?

Handwritten text at the top left, possibly a title or date.

446

la fleur

la fête  
d'été

la table  
d'été  
d'été

la table  
d'été  
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la table  
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la table  
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Robert (Horn)

447

Pages 18-19

1. Do you speak French?  
vous parlez français?
2. Does Marie speak French?  
vous ne parlez pas, Marie?
3. He has a pen and books.  
Il a une plume et des livres.
4. He has his pencil and pen.  
Il a son crayon et son stylo.
5. I have seen his mother and brothers.  
J'ai vu sa mère et ses frères.
6. They have taken our table and chairs.  
Ils ont pris notre table et nos chaises.
7. I have your pencil and pens.  
J'ai votre crayon et vos plumes.
8. We have seen their son and daughters.  
Nous avons vu leur fils et leurs filles.
9. Let us speak to the child.  
a l'enfant.
10. Do not speak to the child.  
a l'enfant.
11. The large house is mine.  
La grande maison est à moi.
12. Here is your book. Where is mine?  
Voici votre livre. Où est le mien?
13. Here are mine. Where are his?  
Voici les miennes. Où sont les siennes?
14. Here is your gift and theirs.  
Voici votre cadeau et le leur.
15. Marie's is a friend of mine.  
Marie est une amie de moi.
16. Here are two books of theirs.  
Voici deux de leurs livres.
17. Here is your pen and his.  
Voici votre plume et la sienne.
18. I have his exercise. Have you taken yours?  
J'ai son exercice. Avez-vous pris le votre?
19. A neighbor of ours is here.  
Un voisin est ici.
20. Let us sing a song.  
une chanson.
21. The large school is ours.  
La grande école est à nous.
22. I have written my letter. Has he written his?  
J'ai écrit ma lettre. A-t-il écrit la sienne?
23. He is not giving his, he is giving yours.  
Il ne donne pas le sien, il donne le votre.

1. français
2. français
3. Marie
4. plume et livres
5. crayon et stylo
6. mère et frères
7. table et chaises
8. crayon et plumes
9. fils et filles
10. à l'enfant
11. à l'enfant
12. à moi
13. à moi
14. à moi
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17. à moi
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19. à moi
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21. à moi
22. à moi
23. à moi
24. à moi
25. à moi

Robert Brown

448

1. a-t-elle bonne  
 2. et vous trou-  
 3. veriez-elle  
 4. à la maison  
 5. à l'école  
 6. elle  
 7. elle  
 8. elle  
 9. cette maison est  
 10. cette jeune  
 11. chat noir  
 12. la plume  
 13. plume bleue  
 14. combien de  
 15. beaucoup d'  
 16. jeunes gens  
 17. elle n'y a pas  
 18. roses blanches  
 19. ne jurez pas  
 20. agissons  
 21. choisissez  
 22. plus de  
 23. ne savez pas  
 24. n'y a-t-il pas

448  
Robert. F. Fennell

227 21

1. a lesson of the  
2. the first of the  
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du printemps  
En automne  
En l'été  
En l'hiver  
la semaine  
demain  
le mois  
durant  
si grande que  
plus grande que  
le moins  
ma  
mes  
sa plus belle  
de  
l'homme le plus  
la plus  
les, mille  
les plus  
bien  
le même  
mieux que

1. The book you have is mine.  
Le livre \_\_\_\_\_ vous avez est le mien.
2. The man you have seen is my uncle.  
L'homme \_\_\_\_\_ vous avez vu, est mon oncle.
3. The gentleman who is speaking is the doctor  
Le monsieur \_\_\_\_\_ parle est le docteur.
4. I have a flower which is very pretty.  
J'ai une fleur \_\_\_\_\_ est très jolie.
5. Return the book to the boy  
\_\_\_\_\_ le livre au garçon.
6. Answer his letter.  
Répondez \_\_\_\_\_ sa lettre.
7. Let us wait for our friends.  
\_\_\_\_\_ nos amis.
8. Do not sell the house.  
\_\_\_\_\_ cette maison.
9. Give me some good pens.  
\_\_\_\_\_ moi quelques bonnes plumes.
10. I bought some books and ink.  
Il a acheté \_\_\_\_\_ livres et \_\_\_\_\_ encre.
11. I haven't any ink.  
Je n'ai pas \_\_\_\_\_.
12. I have some good pens.  
J'ai \_\_\_\_\_ bonnes plumes.
13. I like books.  
J'aime \_\_\_\_\_ livres.
14. Do you like flowers?  
Aimez-vous \_\_\_\_\_ fleurs ??
15. I have some cream, thank you.  
J'ai \_\_\_\_\_ crème, merci.
16. There were many pupils at school this morning.  
\_\_\_\_\_ beaucoup d'élèves à l'école ce matin.
17. Give me some paper and ink.  
Donnez-moi \_\_\_\_\_ papier et \_\_\_\_\_ encre.
18. Every child is capricious.  
\_\_\_\_\_ enfant est capricieux.
19. All children are capricious.  
\_\_\_\_\_ sont capricieux.
20. Every room in that house is large.  
\_\_\_\_\_ chambre dans cette maison est grande.
21. All of the rooms in that house are large.  
\_\_\_\_\_ chambres dans cette maison sont grandes.
22. He worked all morning.  
Il a travaillé \_\_\_\_\_.
23. I spent the whole evening at the theatre.  
J'ai passé \_\_\_\_\_ au théâtre.
24. We spent the whole year in Paris.  
Nous avons passé \_\_\_\_\_ à Paris.
25. All of our friends are here now.  
\_\_\_\_\_ sont ici maintenant.

1. qui
2. quel
3. celui
4. qu'elle
5. rendez
6. à
7. attendre
8. ne vendez pas
9. de la, des
10. des livres et de l'encre
11. rien
12. de
13. des
14. vous aimez-ils
15. de la
16. il y avait
17. de l'encre et du papier
18. tout
19. Tous
20. chaque
21. les
22. toute la
23. toute la soirée
24. toute l'année
25. tous nos amis



1. I spent a year in Paris.  
J'ai passé une année à Paris.
2. I shall be when he finishes.  
J'irai quand il finira.
3. He will listen when you speak.  
Il écouterà quand vous parlerez.
4. There will be many people at the evening party.  
Il y aura beaucoup de monde à la soirée.
5. Will there be many pupils at school tomorrow?  
Y aura-t-il beaucoup d'élèves à l'école demain.
6. How are you my good friend.  
Comment allez-vous mon bon ami.
7. I am well, thank you, and you.  
Je vais bien, merci, et vous.
8. How is John today.  
Comment va Jean aujourd'hui.
9. It will be much better tomorrow.  
Il ira beaucoup mieux demain.
10. He will go when you will have finished your lesson.  
Il ira quand vous aurez fini votre leçon.
11. They are going to the country next week.  
Ils vont à la campagne la semaine prochaine.
12. John was born in June.  
Jean est né en juin.
13. Marie was born in May.  
Marie est née en mai.
14. Jean died in the month of March.  
Jean est mort au mois de mars.
15. John was here a week ago.  
Jean était un il y a huit jours.
16. She has become very ill.  
Elle est devenue très malade.
17. Marie has gone to church.  
Marie est allée à l'église.
18. The child has fallen from the chair.  
L'enfant est tombé de la chaise.
19. How many pupils are there in your class.  
Combien d'élèves y a-t-il dans votre classe.
20. Have you money enough.  
Avez-vous assez d'argent.
21. Give me a little tea if you please.  
Donnez-moi un peu de thé s'il vous plaît.
22. He has more bread than I.  
Il a plus de pain que moi.
23. John has a little sister.  
Jean a une petite sœur.
24. John wishes a little soup.  
Jean veut un peu de soupe.
25. She has received flowers enough.  
Elle a reçu assez de fleurs.

1. Here I am.
2. There she is.
3. Here they are.
4. There you are.
5. I am preparing them.
6. She is scolding him.
7. Do you like us?
8. I am not scolding her.
9. Can you speak French?  
parler français?
10. She can go with us.  
Elle peut avec nous.
11. I am speaking to her now.  
maintenant.
12. We are giving them to the boys.  
aux garçons.
13. We are giving them our flowers.  
nos fleurs.
14. Do you not speak to him?
15. Do you want them?
16. He was here last night.  
Il a été
17. Show me the book.  
le livre.
18. Don't show me the book.  
le livre.
19. Give them to the neighbor.  
au voisin.
20. We always obey them.  
obéissons toujours.
21. Scold us but do not scold them.  
Grondez-vous mais
22. Answer them when they speak to you.  
quand ils vous parlent.
23. Give him a gift for his birthday.  
un cadeau pour son anniversaire.
24. Let us give them to the child.  
à l'enfant.
25. Let us sing them a song.  
une chanson.

1. me, voici
2. là, voilà
3. les, voilà
4. vous, voilà
5. je suis en train de préparer
6. Elle le gronde
7. vous aimez-vous?
8. je ne gronde pas
9. Parlez-vous
10. elle
11. je lui parle
12. nous les donnons
13. nous leur donnons
14. ne lui parlez pas
15. les voulez-vous
16. hier soir
17. montrez-moi
18. ne me montrez pas
19. donnez les
20. nous obéissons
21. ne les grondez pas
22. répondez-leur
23. donnez lui
24. donnons les
25. chantons une chanson

Robert You l.

453

1. Elle a écrit une
2. Elle a écrit une
3. Elle a écrit une
4. Elle a écrit une
5. Elle a écrit une
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100. Elle a écrit une

1. robe de soie
2. robe de soie <sup>blanche</sup>
3. chapeau de paille
4. montre d'or
5. table de <sup>ronde</sup> marbre
6. j'ai recue
7. les avez-vous
8. elle a acheté
9. les chevaux
10. avec moi
11. chez
12. eux
13. lui
14. c'est lui
15. moi
16. n'est pas
17. n'est pas
18. chez
19. aller
20. partir
21. journaux
22. j'ai choisie
23. ions
24. femmes françaises
25. je devrai

Chemin de fer (railroad),  
pomme de terre, patate,

Robert Powell

454

1. The first of the...
2. The second of the...
3. The third of the...
4. The fourth of the...
5. The fifth of the...
6. The sixth of the...
7. The seventh of the...
8. The eighth of the...
9. The ninth of the...
10. The tenth of the...
11. The eleventh of the...
12. The twelfth of the...
13. The thirteenth of the...
14. The fourteenth of the...
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16. The sixteenth of the...
17. The seventeenth of the...
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21. The twenty-first of the...
22. The twenty-second of the...
23. The twenty-third of the...
24. The twenty-fourth of the...
25. The twenty-fifth of the...
26. The twenty-sixth of the...
27. The twenty-seventh of the...
28. The twenty-eighth of the...
29. The twenty-ninth of the...
30. The thirtieth of the...

1. The first of the...
2. The second of the...
3. The third of the...
4. The fourth of the...
5. The fifth of the...
6. The sixth of the...
7. The seventh of the...
8. The eighth of the...
9. The ninth of the...
10. The tenth of the...
11. The eleventh of the...
12. The twelfth of the...
13. The thirteenth of the...
14. The fourteenth of the...
15. The fifteenth of the...
16. The sixteenth of the...
17. The seventeenth of the...
18. The eighteenth of the...
19. The nineteenth of the...
20. The twentieth of the...
21. The twenty-first of the...
22. The twenty-second of the...
23. The twenty-third of the...
24. The twenty-fourth of the...
25. The twenty-fifth of the...
26. The twenty-sixth of the...
27. The twenty-seventh of the...
28. The twenty-eighth of the...
29. The twenty-ninth of the...
30. The thirtieth of the...

Robert Powell

FRENCH

Pages 153-167

455

1. Here are my books and my sister's.  
Voici mes livres et \_\_\_\_\_ de ma soeur.
2. I have my cane and my brother's.  
J'ai ma canne et \_\_\_\_\_ de mon frere.
3. This one is better than that one.  
Celui-ci est meilleur que \_\_\_\_\_.
4. I have received my flowers and Jane's.  
J'ai recu mes fleurs et \_\_\_\_\_ de Jeanne.
5. What gloves do you want, these or those?  
Quels gants voulez-vous, \_\_\_\_\_ ou ceux-la?
6. He is my cousin.  
\_\_\_\_\_ mon cousin.
7. She is our neighbor.  
\_\_\_\_\_ notre voisine.
8. Do not take that book. It is mine.  
Ne prenez pas ce livre. \_\_\_\_\_ le mien.
9. He is the tallest in the class.  
\_\_\_\_\_ le plus grand de la classe.
10. It is they who are going.  
\_\_\_\_\_ qui vont.
11. I know that it is difficult.  
Je sais que \_\_\_\_\_ difficile.
12. It is he who is speaking.  
\_\_\_\_\_ qui parle.
13. What time is it?  
\_\_\_\_\_ est-il?
14. It is 5:10.  
Il est \_\_\_\_\_.
15. It is 6:15.  
Il est \_\_\_\_\_.
16. It is 7:30.  
Il est \_\_\_\_\_.
17. It is 7:40.  
Il est \_\_\_\_\_.
18. It is 5:45.  
Il est \_\_\_\_\_.
19. It is midnight.  
Il est \_\_\_\_\_.
20. It is Noon.  
Il est \_\_\_\_\_.
21. At what time do you go to school?  
\_\_\_\_\_ allez-vous a l'ecole?
22. At what time will you go?  
\_\_\_\_\_ irez-vous?
23. We shall leave about 4:25.  
Nous partirons \_\_\_\_\_ quatre heures vingt-cinq.
24. She is the richest woman in town.  
\_\_\_\_\_ la femme la plus riche en ville.
25. We shall go about 5:30.  
Nous irons \_\_\_\_\_ cinq heures et demie.

1. ceux-ci
2. celle
3. celui-la
4. celles
5. ceux-ci
6. C'est
7. C'est
8. C'est
9. C'est
10. ce sont eux
11. C'est
12. C'est lui
13. Quelle
14. Il est
15. Il est
16. Il est
17. Il est
18. Il est
19. Il est
20. Il est
21. Quand
22. Quand
23. Nous
24. C'est
25. Nous

Robert

456

1. What of the week is it to-day ?  
Quel jour de la semaine \_\_\_\_\_ aujourd'hui ?

2. To-day is Tuesday.  
\_\_\_\_\_ mardi.

3. Yesterday was Monday.  
\_\_\_\_\_ lundi.

4. To-morrow will be Wednesday.

5. Last night it rained.

6. The day after to-morrow it will be Sunday.

7. The day before yesterday it was Saturday.

8. The day after to-morrow it will be Monday.

9. The day before yesterday it was Sunday.

10. The day after to-morrow it will be Tuesday.

11. The day before yesterday it was Monday.

12. The day after to-morrow it will be Wednesday.

13. The day before yesterday it was Tuesday.

14. The day after to-morrow it will be Thursday.

15. The day before yesterday it was Wednesday.

16. The day after to-morrow it will be Friday.

17. The day before yesterday it was Thursday.

18. The day after to-morrow it will be Saturday.

19. The day before yesterday it was Friday.

20. The day after to-morrow it will be Sunday.

21. The day before yesterday it was Saturday.

22. The day after to-morrow it will be Monday.

23. The day before yesterday it was Sunday.

24. The day after to-morrow it will be Tuesday.

25. The day before yesterday it was Monday.

26. The day after to-morrow it will be Wednesday.

27. The day before yesterday it was Tuesday.

28. The day after to-morrow it will be Thursday.

29. The day before yesterday it was Wednesday.

30. The day after to-morrow it will be Friday.

31. The day before yesterday it was Thursday.

32. The day after to-morrow it will be Saturday.

33. The day before yesterday it was Friday.

34. The day after to-morrow it will be Sunday.

35. The day before yesterday it was Saturday.

36. The day after to-morrow it will be Monday.

37. The day before yesterday it was Sunday.

38. The day after to-morrow it will be Tuesday.

39. The day before yesterday it was Monday.

40. The day after to-morrow it will be Wednesday.

41. The day before yesterday it was Tuesday.

42. The day after to-morrow it will be Thursday.

43. The day before yesterday it was Wednesday.

44. The day after to-morrow it will be Friday.

45. The day before yesterday it was Thursday.

46. The day after to-morrow it will be Saturday.

47. The day before yesterday it was Friday.

48. The day after to-morrow it will be Sunday.

49. The day before yesterday it was Saturday.

50. The day after to-morrow it will be Monday.

1. Est-ce

2. C'est aujourd'hui

3. C'était hier

4. Ce sera demain

5. d'aujourd'hui en huit

6. de demain en quinze

7. (dans) En quel mois

8. Je suis né

9. Elle est née

10. J'ai

11. Il avait

12. Quel âge

13. Elle aura

14. au mois de

15. Ce qui

16. Ce que

17. tout ce que

18. tout ce qui

19. C'est

20. serait

21. ils auraient

22. Ce que

23. est morte

24. Si aurait été

25. il y a quinze jours



Page 1-

457

EXERCICE 12. AVEC LE PRÉSENT DE L'IMPÉRIAL

1. What are you doing ?  
faites-vous ?
2. What are you doing ?  
vous faites ?
3. What is on your desk ?  
est sur votre pupitre ?
4. What do you want ?  
voulez-vous ?
5. What do you want ?  
vous voulez ?
6. What do you think of him ?  
us pensez-vous ?
7. I am not thinking of him.  
Je ne pense pas
8. Of whom are you thinking ?  
pensez-vous ?
9. I am thinking of John.  
Je pense Jean.
10. What do you think of John ?  
us pensez-vous Jean ?
11. We have seen everything.  
Nous avons
12. No one is absent.  
absent.
13. Nothing was lost.  
était perdu.
14. Where do the children live ?  
Ou les enfants ?
15. Where are your friends going ?  
Ou vos amis ?
16. He and I will go.  
nous irons.
17. You and he will go.  
Vous et lui,
18. They are not at home.  
Ils ne sont pas chez.
19. I, I shall go.  
moi.
20. Don't lend him anything.
21. He is giving it to me.
22. He is giving it to you.
23. I shall give them to them.
24. I shall read it (f.) to you.
25. He and I will finish.  
lui et moi,

1. Je
2. Je lui écris
3. Je l'ai écrit
4. Je
5. Je lui écris
6. De lui
7. A lui
8. A lui
9. Je
10. De
11. Tout vu
12. Personne n'est
13. rien n'était
14. Comment
15. sont
16. Qui est moi
17. vous ir
18. Chez
19. moi
20. ne lui prêtez rien
21. il me le donne
22. Je leur donne
23. Tout ce que je donne
24. Je vous le lirai
25. Nous finirons



Robert

458

1. Lend it to her.
2. Give it to us.
3. Show them to me.
4. Don't show them to me.
5. Give me some.
6. Are you pleased? I am.  
Etes-vous content?
7. Are you John's sister? I am.  
Etes-vous la sœur de Jean?
8. Are you the neighbor's son? I am.  
Etes-vous le fils du voisin?
9. Are they happy? They are.  
Sont-ils contents?
10. Look at the white snow.  
Regardez la neige.
11. What is your name?  
Comment
12. My name is (INVERSE NAME).
13. Wash yourself.
14. Get up, it is late.  
Il est tard.
15. Let us hurry.
16. She has cut herself.
17. She has cut her finger.  
le doigt.
18. Are you thinking of your friends?  
Pensez-vous à vos amis?
19. I am thinking of them.  
Je pense
20. We have many of them.  
beaucoup.
21. When do you wish to see?  
voulez-vous voir?
22. What do you wish to see?  
vous voulez voir?
23. I shall carry them to you there.
24. I am thinking of them.  
J'y pense.
25. They (f.) have gone to bed.

1. prêtez-le lui
2. donnez-le nous
3. montrez-les moi
4. ne me les montrez pas
5. donnez-m'en
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

Mr. Franker was our French teacher. I'm not sure that he knew that much French. He also taught various science courses.

460

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**Don't be so open-minded that your  
brains fall out.**

BOB POWELL  
CARBONDALE  
SECONDARY

HISTORY-MAJOR

**EDUCATION**

Customs Card - Compliments of Your Education Student Council

*As freshmen at PSU, we wore these signs  
around our necks during orientation week.*

462

*Ex Libris*

*J. Robert Powell  
Room 21 Nettany<sup>21</sup>  
Penn State Univ  
Univ Park, Pa.*

The  
Pennsylvania  
State  
University  
Bulletin

1.

BACCALAUREATE

DEGREE PROGRAMS

May 1961

General Catalog Issue

1961 1962

463



THE PENNSYLVANIA STATE UNIVERSITY

FIRE

ACCIDENT — DIAL 110

# STUDENT DIRECTORY 1961-1962



POND BARBARA LYNN	412 HIBBS HL	UN 5-5883	POTIS JOHN ROBERT	SCRANTON CENTER	
5416 KEEPORT DR	PGH 36 PA	EX ED 10	29 GREENFIELD RD	CARBONDALE PA	2 E T 4
PONE ANGELO ALBERT	407 EAST HL B	UN 5-3440	POTOMSI RICHARD S	NEW KENSINGTON CNTR	
853 CORNWELLS AVE	CORNWELLS HGTS PA	AERSP 4	87 8TH AVE	BRACKENRIIDGE PA	2 E T 1
PONT GERALD PAUL	SIGMA ALPHA MU	AC 8-5027	17 MURCH ST	BEAVER MEADOWS RA	AD 7-1670
2130 E CHELTON AVE	PHILADELPHIA 38 PA	SECED 7	407 EAST HL B	UN 5-9344	NETEG 0
PONTIUS MARILYN ROWE	104 EAST HL C	UN 5-531	221 PROSPECT DR	WILKINGTON 3 DEL	A L 4
405 MONTROSE ST	HARRISBURG PA	A L 4	508 MARLIN ST	DELTA SIGMA PHI	AD 7-4151
PONTIUS RONALD S	313 HOLMES HL	UN 5-5280	POTTER FRANK R	FOLSON PA	PH ED 4
405 MONTROSE	HARRISBURG PA	L A 1	POTTER FRANK W III	130 BEAM HL	UN 5-6688
PONTZER HERMAN P	432 E COLLEGE AVE	AC 7-8388	GALEY RD	BEAVER PA	AG 1
MAIN ST	KERSEY PA	SECED 11	POTTER KAREN ALYN	333 RUNKLE HL	UN 5-7014
PONTZER MARGARET E	520 W FAIRMOUNT AVE	AD 7-2658	1710 BECK PLACE	N BELLMORE N Y	SECED 4
P O BOX 63	KERSEY PA	HL PH GR	POTTER NORMAN F	THETA XI	AD 7-2161
PONTZER RICHARD W	120 E FAIRMOUNT AVE	AD 7-7787	319 S ELMER AVE	SAYRE PA	B A 7
516 WALNUT	ST MARYS PA	E MCH 11	POTTER SHELTON IV	BEHREND CAMPUS	
PONZO JAMES ANTHONY	826 MONONGAHELA AVE		650 KANKWA BLVD	ERIE PA	L A 1
POOLE CHARLES NELSON	614 EAST HL A	UN 5-5304	POTTER SUSAN HENRI	384 SIMMONS HL	UN 5-4917
509 SUNSET RD	WEST READING PA	M	6430 N BROAD ST	PHILADELPHIA 26 PA	CCUN 4
POOLE JOHN EUGENE	OGONTZ CAMPUS		POTTLE CAROLE ANNE	314 EWING HL	UN 5-6040
7515 DORCAS ST	PHILADELPHIA 11 PA	1	3015 PERRYSVILLE	PITTSBURGH 14 PA	L A 1
POOLE LYNN ALLEN	ALTOONA CAMPUS		POTTS DARLENE L	644 E BISHOP ST BFT	EL 5-2763
POOLER WILLIAM C	2047 E COLLEGE AVE	2 E T 4	644 E BISHOP ST	BELLEFONTE PA	EX ED 4
NADERA PA		C E 10	POTTS JOSEPH F	OGONTZ CAMPUS	
POORBAUGH JAMES A	ALPHA ZETA	AD 7-762	50 QUARRY RD	LEVITTOWN PA	E E 5
428 E MC CORMICK AV	STATE COLLEGE PA	AD SC 7	POTTS RICHARD DON	644 E BISHOP ST BFT	
POORBAUGH RICHARD W	DELTA THETA SIGMA	AD 7-2651	424 W LAMB ST	BELLEFONTE PA	I E 4
R D 1	GLENDEN PA	AG 4	POUGH WALTER JOHN	OGONTZ CAMPUS	
POORMAN ALAN RUSSELL	024 HAMILTON HL	UN 5-5167	4515 N GRATZ ST	PHILADELPHIA 40 PA	CCUN 1
R D 2	EMPORIUM PA	C + P 1	POUCHAN MONICA C	POTTSVILLE CENTER	
POPE KENT JOHN	116 POLLOCK B	UN 5-5084	13 S THIRD ST	ST CLAIR PA	ED 1
1325 N HOBART ST	PHILADELPHIA 31 PA	L A 4	POUL ANDREW D	PI KAPPA ALPHA	AD 8-9082
POPE PHYLLIS ANN	504 EAST HL C	UN 5-3258	411 AVE L	MATAMORAS PA	PSY 5
227 LAUREL DRIVE	TOBYHANNA PA	C + P 1	POULOS ANTHONY S JR	120 BEAM HL	UN 5-5190
POPIELSKI ROBERT T	113 EAST HL B	UN 5-8832	2341 DERRY ST	HARRISBURG PA	PHYS 7
BOX 163	JAMES CITY N PA	AG 2	POWARD GARD LEE	129 HOLMES HL	UN 5-2897
POPIK STEPHEN EDWARD	329 HAMILTON HL	UN 5-8048	13 WATER ST	WELLSBORO PA	ENGR 1
502 PARK ST	MC KEESPORT PA	E E 4	Powell BONNIE LEE	ALTOONA CAMPUS	
POPKAYE MURRAY W	313 POLLOCK C	UN 5-7814	2829 UNION AVE	ALTOONA PA	CCUN 4
2055 MAHANTONGO ST	POTTSVILLE PA	B A 7	Powell BYRON R	021 NITTANY 24	UN 5-4202
POPKIN FAITH INA	028 MC ELWAIN HL	UN 5-6618	507 RITTENHOUSE ST	WASHINGTON 13 D C	L A 1
478 LEHIGH AVE	BURLINGTON N J	JOURN 7	Powell DONALD WALTER	014 NITTANY 28	UN 5-4923
POPKIN TERRY JAY	PHI SIGMA DELTA	AD 7-4409	R D 1	CARBONDALE PA	C + P 1
113 POND ST	BRISTOL PA	P M 4	Powell GRACE LILLIAN	630 FRANKLIN ST	AC 8-2621
POPLANSKI JOSEPH V	315 EAST HL B	UN 5-8812	10340 WADSWORTH RD	ALBERTA CANADA	GEOG GR
2056 OAK LAKE	BETHLEHEM PA	M E 4	Powell HAROLD	109 IRVIN HL	UN 5-2617
POPLANSKI STANLEY M	158 S FRAZIER ST	AD 8-9029	Powell HAROLD E JR	362 HAMILTON HL	C SPH GR
3285 BIRNEY AVE	SCRANTON 5 PA	E E GR	201 TERRACE BLVD	LEWISTOWN PA	UN 5-7255
POPOVICH STANLEY J	514 POLLOCK B	UN 5-8456	Powell JOHN CRAIG	129 LEETE HL	PSY 7
709 HIGHLAND AVE	CANONSBURG PA	ENGR 1	31 LOCUST AVE	SPRINGFIELD PA	UN 5-6259
POPOVSKY VICTOR T	1129 SAINT VINCENT	PHILADELPHIA 11 PA	Powell JOHN G	CHI PHI	AD 7-4332
POPOWICZ RUSSELL T	246 THOMPSON SR	UN 5-3037	27 CEDARBROOK RD	ARMORE PA	PHYS 7
1624 2ND ST	NATRONA HEIGHTS PA	C + P 2	Powell KIM DAVIS	SIGMA MU	AD 7-8205
POPP RICHARD MARTIN	CODY MANOR		242 HOODRIDGE DR	PITTSBURGH 34 PA	CCUN 4
R D 1 BOX 240	TRAFFORD PA	AD SC 8	Powell LOWELL J	SIGMA NU	AD 7-3250
POPP STEPHEN A	108 BEAM HL	UN 5-2114	242 HOODRIDGE DR	PITTSBURGH 34 PA	A L 10
127 DELAWARE DRIVE	CORANAPOLIS PA	PH ED 7	Powell MARGARET H	112 POLLOCK B	UN 5-8473
POPSON PAUL JEROME	MC KEESPORT CAMPUS		ERWINA PA	A L 10	
MARTHA ST R D 1	HOPWOOD PA	2 DOT 1	Powell RICHARD D	HAZLETON CAMPUS	2 DOT 1
POREBA MARGARET L	305 MC KEE HL	UN 5-2188	566 PENN COURT	HAZLETON PA	
13-45 ORCHARD ST	FAIR LAWN N J	L A 1	Powell RICHARD W	WILKES-BARRE CENTER	2 DOT 1
PORESKY DANIEL B	604 POLLOCK A	UN 5-5650	40 PERRIN AVE	SHAVERTOWN PA	
2615 WASHINGTON ST	ALLEN TOWN PA	I E 4	Powell ROBERT VANCE	MONT ALTO CAMPUS	
PORTA JEANNINE MARY	ALTOONA CAMPUS		119 S COURT ST	LURAY VA	AG 1
209 CALDER ST	ALTOONA PA	SECED 4	Powell SILAS ROBERT	021 NITTANY 29	UN 5-4661
PORTER ALLEN GOULD	234 S PUGH ST	AD 7-4326	R D 1	CARBONDALE PA	EC 1
122 RIDGE	NORTHBROOK ILL	JOURN 7	Powell WILLIAM H	228 LEETE HL	UN 5-7764
PORTER CLIFFORD D	BOX 112 BOALSBURG	8 A 4	Powell CHARLES F	938 WEIRICH AVE	AG 1
R D 3	LINESVILLE PA	MO 6-4971	519 23RD ST	WASHINGTON PA	MO 6-6316
PORTER ELEANORE KAY	311 ATHERTON HL	UN 5-5938	Powell KATHLEEN P	208 EWING HL	UN 5-4950
112 ARLINGTON AVE	CHARLOTTE PA	SECED 4	544 RIDGEWAY A E	GREENSBURG PA	L A 1
PORTER IVAN DEAN	WILKES-BARRE CENTER		Powell PENNY J	414 CROSS HL	UN 5-5350
16 LOMBARD ST	TOWANDA PA	2 E T 1	14 EMERSON STREET	UNION TOWN PA	M EC 7
PORTER KENNETH E	NO LOCAL ADDRESS		Powers DOROTHY B	316 EAST HL D	UN 5-3308
R D 1	WASHINGTON BORO PA	AGRO 7	828 EDGE HILL RD	GLENSIDE PA	L A 1
PORTER LEVESTER	307C LEETE HL	UN 5-6252	Powers DOROTHY ELLEN	717 POLLOCK B	UN 5-8274
1318 BELL AVE	N BRADDOCK PA	BA 7	221 SUMMIT AVE	MT VERNON N Y	SECED 5
PORTER MARJORIE ANN	301 MC ELWAIN HL	UN 5-5530	Powers FRANCES B	303 RUNKLE HL	UN 5-4986
9451 MEADOW RD	ALLISON PARK PA	M EC 4	5366 LEBANON AVE	PHILADELPHIA 31 PA	ED 1
PORTER MARTHA B	1527 OLD BOALSBURG RD	AD 8-2602	Powers GEORGE F	ALTOONA CAMPUS	
3732 W FOURTH	FORT WORTH TEXAS	MATH GR	GALLITZIN RD	CRESSON PA	ENGR 1
PORTER RICHARD C	BOX 112 BOALSBURG		Powers MICHAEL E	108 POLLOCK B	UN 5-8591
R D 3	LINESVILLE PA	AG 3	3520 RUTHERFORD ST	HARRISBURG PA	B A 1
PORTER SUSAN RIPLEY	227 RUNKLE HL	UN 5-2122	Powers STEPHEN E	007 NITTANY 27	UN 5-4503
219 HUDSON ST	HANLEY PA	L A 1	202 PULTENEY ST	GENEVA N Y	CCUN 1
PORTER VERNON RAY	1527 OLD BOALSBURG RD	AD 8-2602	Pownall LINDA KAY	305 SIMMONS HL	UN 5-8885
MENSEL APT T E B	COLLEGE STA TEXAS	S S T GR	310 S CHURCH ST	QUARRYVILLE PA	M EC 8
PORTI CHARLES WAYNE	NEW KENSINGTON CNTR		POYSER PAULA M	313 POLLOCK B	UN 5-8706
OYERBROOK RD	VALENCIA PA	2 E T 4	1088 WHITTLESAY LN	ROCKY RIVER 16 B	A L 4
PORTNOY MARILYN	301 HOYT HL	UN 5-4929	POZAR MATTHEW JOHN	NEW KENSINGTON CNTR	2 E T 1
14-06 ALSACE RD	READING PA	PSY 4	R D 2 BOX 572	SHOKELESS PA	
PORTZER RICHARD E	518 LOCUST LN		POZESKY GEORGE A	290 HAMILTON HL	UN 5-7036
R D 1	ST MARYS PA	BA 12	9979 WOODFERN RD	PHILADELPHIA 15 PA	ENGR 1
POSCHAGEL DOROTHEA M	518 S ATHERTON ST	AD 7-3200	POZNIAK RAYMOND M	428 W COLLEGE AVE	AC 8-1617
518 S ATHERTON ST	STATE COLLEGE PA	MU ED 7	415 MAPLE AVE	JOHNSTOWN PA	A ART 10
POSEY ISADORA Y	104 E COLLEGE AVE	AD 8-8658	BRADO LUZ TECSON	219 S ATHERTON ST	
16TH CAREER OFF	FORT MCLELLAN ALA	CHEM GR	134 CONGRESSIONAL	QUEZON CITY P I	A ED GR
POSIVAK FRANCIS J	206 W BEAVER AVE	AD 7-2570	PRAET MARY ANN	ALTOONA CAMPUS	
637 ATLANTIC ST	BETHLEHEM PA	E E 11	1112 2ND ST	ALTOONA PA	L A 1
POSNER WALTER A	021 NITTANY 38	UN 5-5882	FRAN JOHN DAVID	624 POLLOCK A	UN 5-7294
181 CLARK BLVD	MASSAPEQUA PK N Y	L A 1	610 IKLER ST	LEWISBURG PA	B A 1
POSPISIL WM JOHN	413 POLLOCK C	UN 5-4814	PRALL LAWRENCE JAMES	BEHREND CAMPUS	
POSSESSKY FRANCIS J	116 POLLOCK A	UN 5-6284	306 SHORT ST	NEADVILLE PA	B A 1
12 S GRANT ST	SHENANDOAH PA	AG 2	PRASAD RABINDRA	338 W COLLEGE AVE	AD 8-3118
POSTER BETTY RENEE	303 POLLOCK 3	UN 5-8008	137 N ATHERTON ST	STATE COLLEGE PA	AD CH GR
R D 2	SAYRE PA	EX ED 4	PRAST WILLIAM GEORGE	108 IRVIN HL	UN 5-4160
POTENSKY CARL A	NEW KENSINGTON CNTR		975 78TH ST	BROOKLYN 28 N Y	PHG E GR
BOX 129	RUSSELLTOWN PA	2 DOT 4	PRATA JOHN GERALDINE	354 SIMMONS HL	UN 5-2810
			407 MIDLAND AVE	AVE N Y	EX ED 7
			PRATHER MUDITH ANN	420 HIBBS HL	UN 5-4292
			256 W GRANDVIEW	ERIE PA	M EC 4



East Stroudsburg, Pa., May 22, 1962

## Many on PSU Dean's List for Spring Term

A record number of undergraduates at Pennsylvania State University qualified for the dean's list during the spring term, Dr. Robert G. Bernreuter, dean of admissions and registrar, reported Saturday.

The total was 1,432, a sharp increase over the 991 cited for the spring semester a year ago. An average of 3.50 to 4.00 is required.

Names of students from this area who qualified for the dean's list were listed as follows:

Lois S. Adekman, 742 Madison Ave., freshman, liberal arts, 3.50; Anita Kay Argust, 338 N. Sumner Ave., sophomore, secondary education, 3.92; James J. Burzon, 2709 Olyphant Ave., freshman, drafting and design, 4.00; Patrick J. Crowley, 32B Park Gardens, junior, arts and letters, 4.00; Daniel W. Cwynar, 404 Breck St., sophomore, electrical engineering, 3.77; Richard DeSanto, 607 School St., freshman, electrical and electronics, 4.00; Maxine H. Fine, 802 N. Webster Ave., junior, arts and letters, 3.70; William Gianetta, 117 Masters St., freshman, drafting and design, 4.00; William C. Hair, 123 Oswald Ave., freshman, electrical and electronics, 3.50; Linus McDermott, 1614 Monsey Ave., senior, electrical engineering, 3.58; Richard P. Mentz, 214 Reese St., freshman, drafting and design, 4.00; Albert J. Pezzuti, 544 Genet St., freshman, electrical and electronics, 3.58; Dolores R. Remsen, 1626 Monsey Ave., junior, home economics, 3.63; William A. Smith, 1159 Luzerne St., freshman, electrical and electronics, 3.64; Mindelle Steyer, 425 Monroe Ave., junior, arts and letters, 4.00; Angelo A. Zambetti,

1910 Kellb Court, freshman, electrical and electronics, 3.73; all of this city.

Donald P. Repchick, senior, electrical engineering, 3.58; Theresa M. Sardo, sophomore, drafting and design, 4.00; Alexander Solomko, freshman, drafting and design, 4.00; and Aida Z. Toplin, senior, arts and letters, 3.77, all of Throop; John F. Opeka, senior, electrical engineering, 3.50, and Robert Scheerbaum, junior, physics, 4.00, both of Vandling.

Gretchen M. Cramer, junior, elementary and kindergarten, 4.00; Silas R. Powell, freshman, education, 3.58, both of Carbon-dale; Leonora L. Gahn, Clarks Summit, senior, business administration, 3.67; Anthony Selvenis, Dickson City, freshman, drafting and design, 4.00; Frank M. Negvesky, Eynon, freshman, electrical and electronics, 3.75; Ronald

Latanision, Forest City, RD 1, sophomore, metallurgy, 3.60; Judith A. Ceccoli, Jermyn, junior, psychology, 3.75; Robert H. Solomon, freshman, electrical and electronics, 3.55, and Thomas Voloshen, senior, electrical engineering, 3.70, both of Peckville.

Saundra Franceski, senior, secondary education, 3.75, and James E. Matos, sophomore, physics, 3.73, both of Forest City; Bobbie J. Graham, senior, art education, 3.67, and Barry D. Smith, senior, psychology, 3.67, both of Montrose; Marile R. Rounds, New Milford, junior, home economics, 4.00; William F. Lott, South Montrose, freshman, agricultural and biological sciences, 3.67; Lorra Prokopowicz, Susquehanna, senior, mathematics, 3.80; Alice C. Gilpin, South Sterling, junior, arts and letters, 4.00.

David D. McCorkle, freshman, drafting and design, 4.00; David Schenck, sophomore, drafting and design, 4.00, and Gerald C. Schaefer, senior, zoology and entomology, all of Tunkhannock; Joseph R. Roberts, Duryea, senior, arts and letters, 3.54; Michael J. Star, freshman, surveying technology, 3.50, and Frank A. Ziobro, senior, electrical and electronics, 3.58, both of Dupont; Charles Aquilina, sophomore, premedical, 4.00; Charlotte P. Brown, sophomore, elementary and kindergarten, 4.00; Anthony DeAngelo, junior, zoology and entomology, 3.50, and John M. Wnuk, sophomore, drafting and design, 3.64, all of Pittston.

## 41 Students Gain Honors

### Attain Dean's List At Penn State U

Pennsylvania State University has listed 41 area students, including 16 from this city, who have qualified for the dean's list during the spring term. The highest average possible is 4.00.

The students and their averages are: Scranton—Lois S. Adelman, 742 Madison Ave., 3.50; Joan M. Barrett, 1105 N. Main Ave., 3.67; John A. Boccabori, 2130 Farr St., 3.75; Alfred G. Davis, 375 N. Garfield Ave., 4.00; Richard L. DeSanto, 607 School St., 4.00; William R. Giannetta, 117 Masters St., 4.00; Patrick P. Guerrise, 2129 Dorothy St., 3.77; Nancy A. Kaiz, 448 Colfax Ave., 3.60; Wayne R. Kramer, 2205 Pittston Ave., 3.67; Bernard J. Maopolski, 3805 Winfield Ave., 3.75; Richard P. Mentz, 214 Reese St., 3.54; John P. Moran, 1805 Washburn St., 3.75; Robert A. Perugini, 2012 Prospect Ave., 4.00; Richard A. Rydzewski, 1256 Loomis Ave., 3.58; Susan M. Smiley, 804 N. Webster Ave., 4.00; Sandra H. Yaggi, 123 Florida Ave., 3.67.

Lackawanna County—Marie E. Aileo, 200 Park St., Carbondale, 2.55; Maryan S. Milewski Jr., 32 Cottage St., Carbondale, 4.00; Silas R. Powell, Carbondale RD 1, 3.58; Sandy J. Aronsohn, Dalton RD 1, 3.55; Irene Hubiak, 1036 Lincoln St., Dickson City, 3.58; William R. Kilmer, Moscow RD 2, 4.00; Samuel J. Stark, 114 Grove St., Moscow, 3.56; Joseph M. Harvilchuck, Olyphant RD 1, 3.82; Robert Scheerbaum, 513 Clinton St., Vandling, 4.00.

Susquehanna County—James E. Matos, 607 Susquehanna St., Forest City, 4.00; Darlene L. LaHoda, Great Bend RD 1, 3.70; John D. Scott, Montrose RD 1, 3.58; Charles R. Wood, Nicholson RD 2, 4.00.

Wayne County—Donald J. Rowan, 601 Terrace St., Honesdale, 3.55.

Wyoming County—Earl I. Rosengrant, Factoryville RD 2, 3.50; David D. McCorkle, 108 Franklin Ave., Tunkhannock, 3.64; William J. Harris, Tunkhannock RD 4, 3.58.

Luzerne County—Michael J. Ar, 305 Lincoln St., Dupont, 3.55; Raymond J. Piorkowski, 308 Smith St., Dupont, 3.50; Joseph P. Masavy, 539 Foote Ave., Duryea, 3.50; Sandra R. Sernak, 302 Cherry St., Duryea, 4.00; Charles J. Aquilina, 127 Vine St., Pittston, 3.44; Charlotte P. Brown, Pittston RD 1, 4.00; Anthony B. DeAngelo, 45 Tompkins St., Pittston, 3.64; Robert J. Sincavage, 27 Hill Park Ave., Pittston, 3.75.

## 50 from Region On Dean's List

### 17 at Penn State U. Have Perfect Marks

Seventeen area students at the Pennsylvania State University had perfect 4 averages during the Spring term, announcement of the dean's list disclosed today.

They are among 50 area students named to the dean's list for academic excellence. To qualify, a student must have at least a 3.5 average.

The 17 with perfect averages are: Gretchen M. Cramer, 75 Laurel St., Carbondale; Patrick J. Crowley, Park Gardens; Mindelle Stayer, 425 Monroe Ave.; Robert Scheerbaum, 513 Clinton St., Vandling; Mariles R. Rounds, New Milford; Alice C. Gilpin, South Sterling; Charles Aquilina, 127 Vine St., Pittston, and Charlotte P. Brown, RD 1, Pittston, all students at the main campus.

Also, seven students at the Scranton Center, 1625 Wyoming Ave.; Anthony Selvenis, 813 Carmalt St., Dickson; James J. Rurzon, 2709 Olyphant Ave.; Richard DeSanto, 607 School St.; William Giannetta, 117 Masters St.; Richard P. Mentz, 214 Reese St.; Theresa M. Cardo, 529 North St., Throop, and Alexander Solomko, 908 Sanderson St., Throop.

Completing the list are two students from Tunkhannock attending the Wilkes-Barre Center, David D. McCorkle, 108 Franklin Ave., and David Ricklenbach, 102 West St.

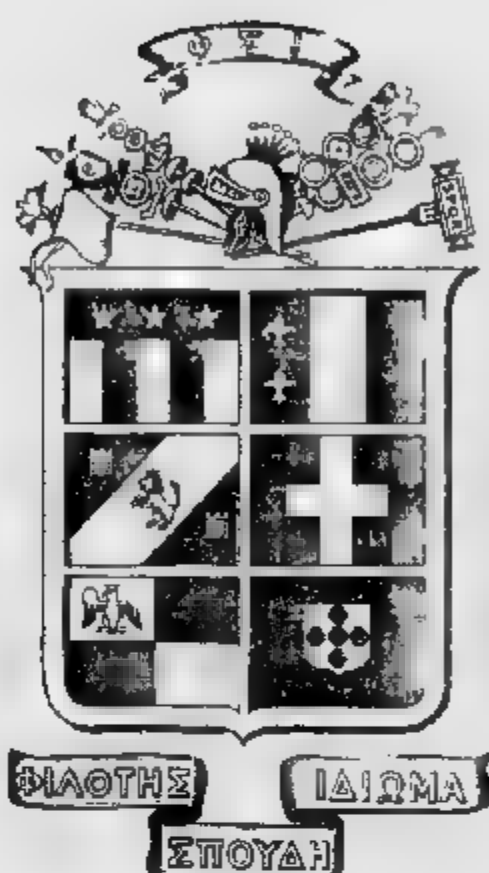
Also named to the Dean's List are: Silas R. Powell, RD 1 Carbondale; Leonora L. Gahn, RD 2 Clark's Summit; Frank M. Negvesky, 178 Handley St., Eymon, a student at Scranton Center; Ronald Latanision, RD 1 Forest City; Judith A. Ceccoli, Jermyn; Robert H. Solomon, 240 Hickory St., Peckville, a student at Scranton Center; Thomas Voloshen, 735 Crystal St., Peckville; and Lois S. Adelman, 742 Madison Ave.

Also, Anita K. Argust, 338 North Sumner Ave.; Daniel W. Cwynar, 404 Breck St.; Maxine H. Fina, 802 North Webster Ave.; William C. Hair, 123 Oswald Ave., a student at Scranton Center; Linus McDermott, 1614 Monsey Ave.; Albert J. Pezzuti, 544 Genet St., a student at Scranton Center; Dolores R. Remsen, 1626 Monsey Ave.; William A. Smith, 1159 Luzerne St., and Angelo A. Zambetti, 1010 Kolb St., both students at Scranton Center; and Donald P. Repchick, 1154 South Valley Ave., Throop.

Also, Aida Z. Toplin, 670 Sanderson St., Throop; John F. Opeka, 503 Main St., Vandling; Gerald C. Shaefer, Tunkhannock; Michael J. Czar, 305 Lincoln St., Dupont; Frank A. Ziobro, 210 McLean St., Dupont, and John M. Wnuk, 56 Union St., Pittston, students at Wilkes-Barre Center; Joseph R. Roberts, 84 Chittenden St., Duryea; Anthony De Angelo, 45 Tompkins St., Pittston; and Patricia Aquilina, 50 Atherton Ave., Wyoming.

Also, Sandra Franceski, 815 Main St., Forest City; James E. Matos, 607 Susquehanna St., Forest City; Bobbie J. Graham, Chenango St., Montrose; Barry D. Smith, 1 Church St., Montrose; William F. Lott, South Montrose and Lorra Prokopowicz, 515 Broad Ave., Susquehanna.

FRATERNITAS  
HONORARIA AD



LINGUAS ROMANI  
CAS STUDENDAS

PHI SIGMA IOTA  
hac charta promittuntur  
S ROBERT POWELL

Pen sodalitate beta appellata quae  
sedem ad uniu. reip. pennsylvaniensis habet  
secundum ritum legesque nostras iure ac rite  
die XXII mensis maii ANNO MCMLXIII  
initiatum et socium factum esse, cui igitur  
omnia beneficia ac privilegia societati nostrae  
pertinentia dantur et conceduntur - cuius rei  
in testimonium noxia subscriptio sigillum  
que fraternitatis apposuitur -

Andrea Vorperian praeses sodalitatis

Kerne Hayes scriba sodalitatis

Beta May Hall praeses fraternitatis

Anthony S. Corbiere scriba fraternitatis

468

HARRY FLOOD BYRD, VA., CHAIRMAN  
RUSSELL B. LONG, LA.  
GEORGE A. SMATHERS, FLA.  
CLINTON P. ANDERSON, N. MEX.  
PAUL H. DOUGLAS, ILL.  
ALBERT GORE, TENN.  
HERMAN E. TALMADGE, GA.  
EUGENE J. MC CARTHY, MINN.  
VANCE HARTKE, IND.  
J. W. FULBRIGHT, ARK.  
ABRAHAM RIBICOFF, CONN.  
JOHN J. WILLIAMS, DEL.  
FRANK CARLSON, KANS.  
WALLACE F. BENNETT, UTAH  
CARL T. CURTIS, NEBR.  
THRUSTON B. MORTON, KY.  
EVERETT MC KINLEY DIRKSEN, ILL.

ELIZABETH B. SPRINGER, CHIEF CLERK

## United States Senate

COMMITTEE ON FINANCE

January 20, 1964

S. Robert Powell  
Alumni Secretary  
Lambda Chi Alpha  
Penn State University  
351 East Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

I am enclosing the autographed picture you requested  
in your recent letter. My warmest regards to you.

Sincerely,

*Vance Hartke*  
Vance Hartke, U.S.S.

Enclosure

469

CARL HAYDEN, ARIZ., CHAIRMAN

RICHARD B. RUSSELL, GA.  
ALLEN J. ELLENDER, LA.  
LISTER HILL, ALA.  
JOHN L. MCCLELLAN, ARK.  
A. WILLIS ROBERTSON, VA.  
WARREN G. MAGNUSON, WASH.  
SPESSARD L. HOLLAND, FLA.  
JOHN STENNIS, MISS.  
JOHN O. PASTORE, R.I.  
A. S. MIKE MONROE, OKLA.  
ALAN BIBLE, NEV.  
ROBERT C. BYRD, W. VA.  
GALE W. MCCEE, WYO.  
HUBERT H. HUMPHREY, MINN.  
MIKE MANSPFIELD, MONT.  
E. L. BARTLETT, ALASKA  
WILLIAM PROXMIRE, WIS.

LEVERETT SALTONSTALL, MASS.  
MILTON R. YOUNG, N. DAK.  
KARL E. MUNDT, S. DAK.  
MARGARET CHASE SMITH, MAINE  
THOMAS H. KUCHEL, CALIF.  
ROMAN L. KRUSKA, NEBR.  
GORDON ALLOTT, COLO.  
NORRIS COTTON, N.H.  
CLIFFORD P. CASE, N.J.

# United States Senate

COMMITTEE ON APPROPRIATIONS

EVERARD H. SMITH, CLERK  
THOMAS J. SCOTT, ASST. CLERK

January 22, 1964

Mr. S. Robert Powell  
351 East Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

This will acknowledge your recent letter which was received on January 17.

Senator Bible is away from the office for a few days and is not expected back until the first of next week, and for this reason it was not possible to accommodate your request for an autographed picture before your rush began.

Should you desire a photograph to be placed in your Chapter Room for future uses, please let me know and I will bring it to Senator Bible's attention upon his return.

Sincerely,

*Jack Carpenter*

JACK CARPENTER  
Administrative Assistant to  
Senator Alan Bible

470



W. S. Stuckey, President

General Office: P. O. Box 301  
Eastman, Georgia, Telephone 374-3481

January 22, 1964

Mr. S. Robert Powell  
Alumni Secretary  
Lambda Chi Alpha Fraternity  
351 East Fairmount Avenue  
State College, Penn.

Dear Mr. Powell:

As you requested, I am enclosing an autographed photo of myself. I regret that I was unable to get it there by January 20 but I did not receive your letter until Monday, January 20. Please accept my apology for the delay.

I appreciate your request and if ever you are in the vicinity of Eastman, we extend you a cordial invitation to stop by and visit with us.

Thank you again and with kindest regards, I am

Yours very truly,

  
W. S. Stuckey

WSS:elc  
Encl:

bring you happiness along the highways...Pecan Shoppes in Twenty-three States!





246 NORTH HIGH STREET  
COLUMBUS 16, OHIO

NATIONWIDE MUTUAL INSURANCE COMPANY  
NATIONWIDE MUTUAL FIRE INSURANCE COMPANY  
NATIONWIDE LIFE INSURANCE COMPANY  
NATIONWIDE GENERAL INSURANCE COMPANY

January 31, 1964

Mr. S. Robert Powell  
Lambda Chi Alpha  
351 E. Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

We are sorry that we couldn't meet your January 20 deadline for a photograph of Mr. Lincoln. We are, however, enclosing an autographed photograph and hope it can be an inspiration to the brothers in your chapter.

Because of your interest, we are taking the liberty of sending you, under separate cover, a copy of Mr. Lincoln's biography, Vice President in Charge of Revolution. Perhaps you would like to have this available in your chapter library.

Mr. Lincoln sends his sincere best wishes.

Very truly yours,

Wallace J. Campbell  
Vice President-  
Admin. Asst. to the President

WJC/em  
Enc.

NEW IDEAS FOR A NEW ERA



# Theta Lambda Chi Alpha Fraternity



*Theta Lambda Chi Alpha Fraternity*

**Silas Robert Howell**

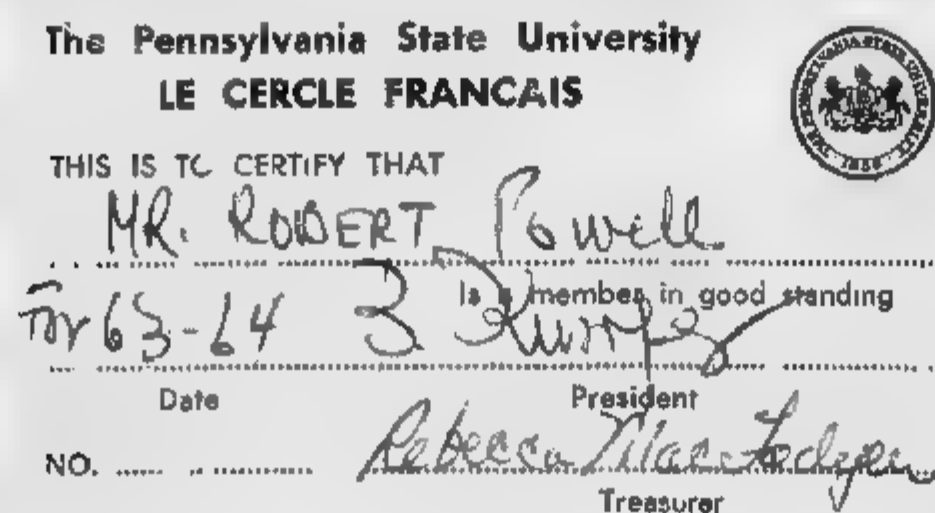
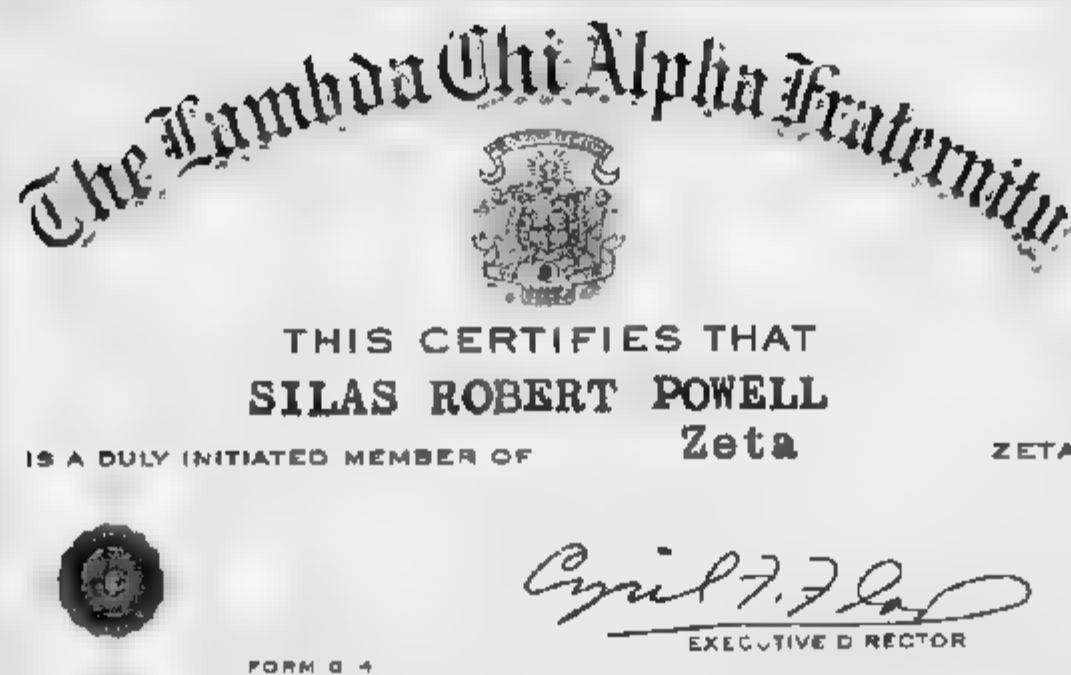
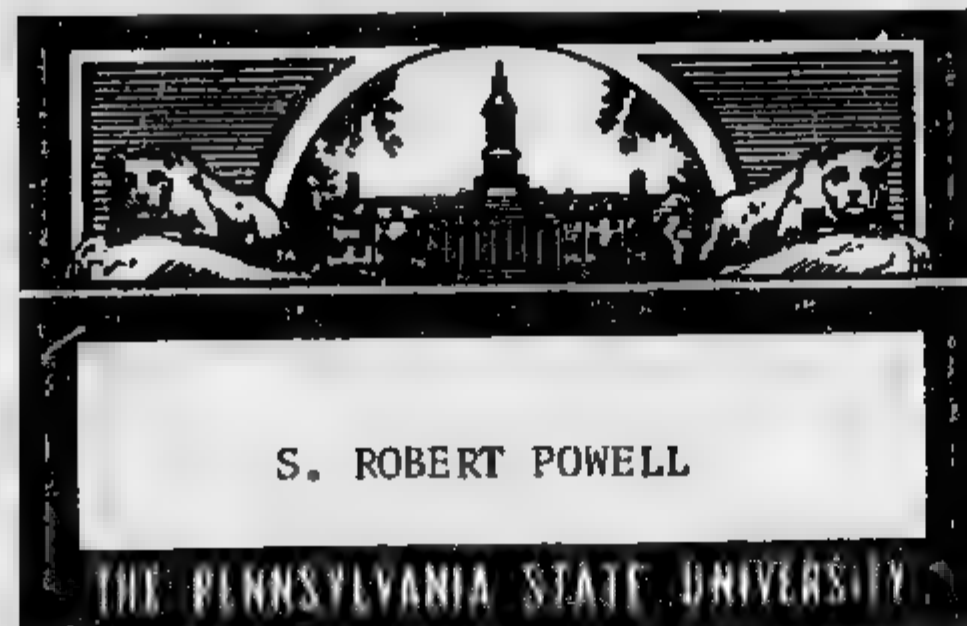
was duly initiated into *The Lambda Chi Alpha Fraternity*,  
as an active member of *Zeta Zeta*  
on the *sixteenth* day of *February* *A.D. 1964*.

In Witness Whereof we have hereto affixed our signatures  
and the seal of the Fraternity



*Lee J. Little* *G.H.G.* *Leonard J. Dugazio Jr.* *H.S.*  
*David S. Johnston* *G.H.G.* *A. Bruce Galloway* *H.G.*

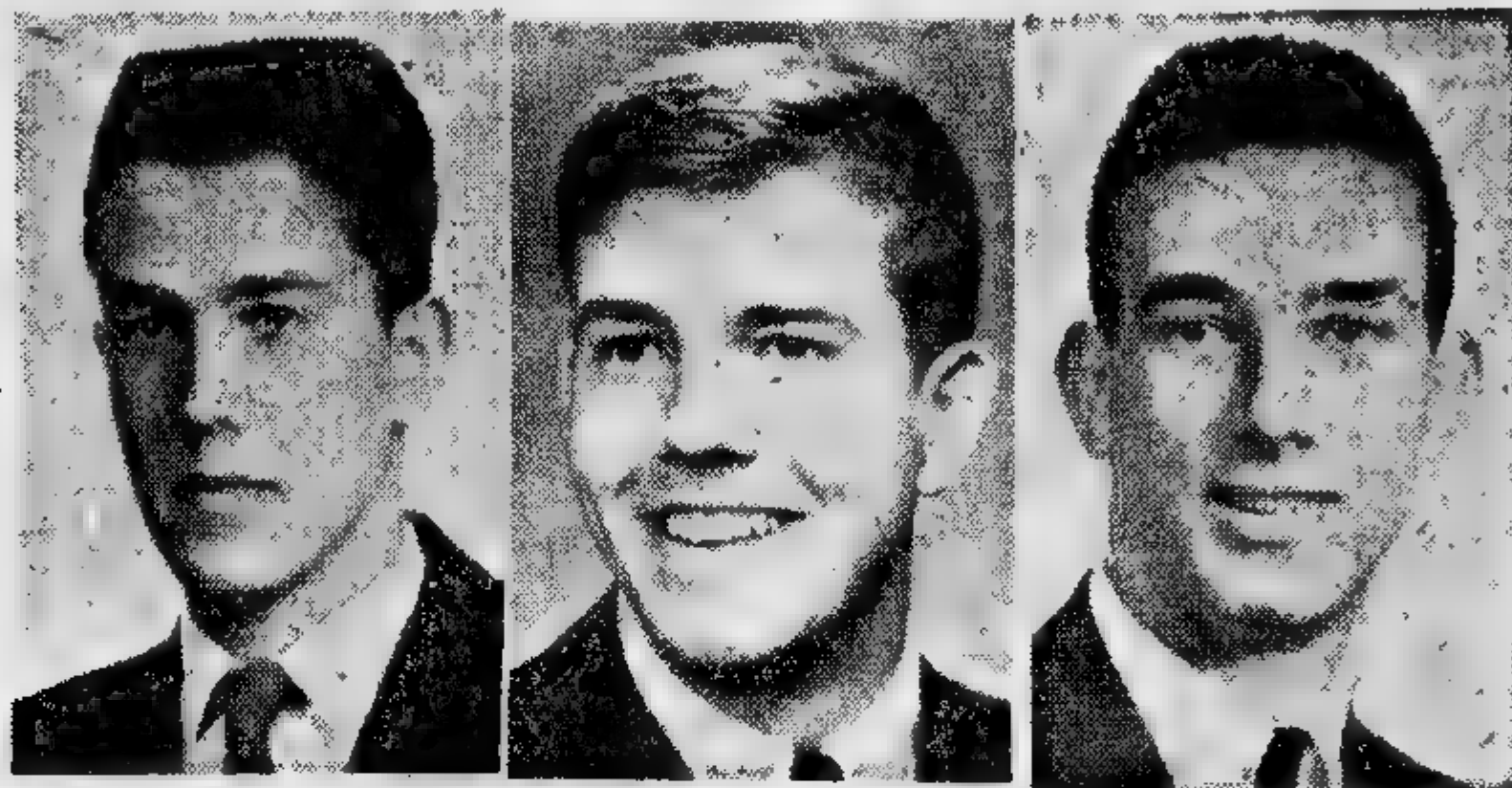
473



at one meeting of Le Cercle Francais, I recited  
Jacques Prevert's "A quoi bon entendre"

10 - Friday, May 14, 1961

## Area News Items



S. ROBERT POWELL

DONALD W. POWELL

RUSSELL T. POWELL

### Three Powell Brothers Win Honors

Three sons of Mr. and Mrs. Walter S. Powell, Carbondale, RD 1, achieved academic distinction during the winter term at Pennsylvania State University.

S. Robert, 21, a senior French major, attained a perfect 4.00 average and earned dean's list recognition.

Donald W., 21, a senior History major, finished the term with an average of 3.50. He also attained the dean's list.

Russell T., 18, a major in the Turfgrass Management Course, compiled an outstanding 3.76 average for the term.

All three brothers graduated from Fell Twp. High School.



S. Robert Powell...  
president



Donald Powell...  
vice president

## Fraternity Honors Powells

Thurs., May 14, 1964

S. Robert Powell and his twin brother, Donald, sons of Mr. and Mrs. Walter S. Powell, Carbondale RD 1, have been elected to high offices in Zeta Chapter of Lambda Chi Alpha Fraternity at Penn State University.

The twin brothers will be installed at ceremonies at the fraternity house Sunday at 6 p.m.

S. Robert Powell is a junior majoring in French and Russian. Donald, also a junior, is majoring in pre-med.

Lambda Chi Alpha was installed at Penn State in 1912 as the fourth chapter of one of the largest college fraternities which now maintains chapters at more than 150 colleges and universities throughout the United States and Canada.

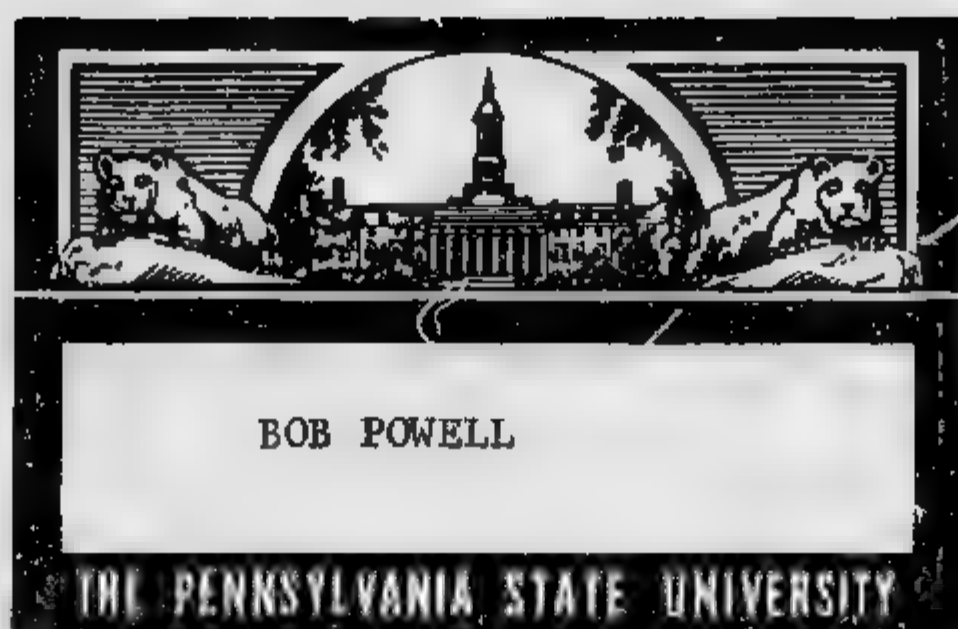
## Six Area Youths Elected to Councils

Six area youths are among the 150 students elected to 11 college councils at Pennsylvania State University, University Park.

Those named are: Trudy M. Cader, 825 Jefferson Ave., and Karen J. Caryl, 1229 Hampton St., this city, both Liberal Arts; James C. Kromer, 106 Hess St., Dalton, Mineral Industries; Donna L. Miller, 107 Yale Blvd., Clarks Green, Home Economics; Donald W. Powell, Falls, RD, Liberal Arts, and Silas R. Powell, Carbondale, RD 1, Education.

The councils sponsor activities of interest to students in the curriculums they represent and promote closer student-faculty relations.

476



JACQUES (Sitting on edge of stage in front of curtain--folded. Spot intensifier. Direct communication with audience.)

Welcome good people, we're glad you're all here  
If you think this skit's modest, you're wrong, I do fear.  
The Battle of Hastings has now become history  
But what went on after is still quite a mystery.  
After most wars, morals drop, I should mention  
And the Battle of Hastings was not an exception.

The first scene takes place in the camp of the French  
When the victorious fellows their thirsts they do quench  
There's William the Conqueror, a proud, hughty male,  
And Chevalier, an officer who's bloated with ale.  
Then Louis, the carmaster we just can't omit  
For the "goodies" he's selling are the kind that submit.

Well, I think that I've taken up enough of your time;  
Thank heavens I'm finished with this damn silly rhyme.  
(Spot fades)

ACT I (Curtain opens. Setting-fire in center; log back right. Jacques moves to fire. Spot onto fire--up lights to include Will looking at map. Louis drinking back stage right with foot on log.

SCENE 1--French Camp  
LOUIS Oh, to be back in France again, polishing up the Cars.  
War is for fools when so much pleasure awaits at home.

(Chev enters Stage left--runs across stage excited! Spots Will and runs back yelling).  
CHEV We cream's 'em, Willy! We cream's 'em! (Starts a take off on Waltz Me Around Again Willy and grabs Will and waltzes around.)

WILL William, to you Sir! Yes, the battle is over but the war has not been won. For now we have a newly conquered land and we must teach them in the style of ol' France.

LOUIS (As moving upstage.) I was just thinking of the same thing, leader! Before me I can see a rich new market. I can restore the economy to France. I will set up my club on the Thames and call it the Boatclub on the River Thames--specializing in British Cars and newly imported Cars.

WILL I can see our thoughts were not the same, but now I must plan the occupation of our new land. Louis, you may do as you please.

LOUIS (Emphasis, projecting into the future.) I can see it now...Louis's Boatclub on the Thames. What a future I see...! Chevalier, what's that old diddy we used to sing in days of peace?

CHEV (Lighting up for being recognized.) You mean Allouetta?

a skit  
that  
we  
in  
AXA  
put  
on  
during  
one  
spring  
week.]



LOUIS        Non, non. The other one. You know, Chev...

CHEV        Louis, you old oar master. (singing) You mean Row,  
Row, Row your boat gently with an oar. Merrily,  
merrily, merrily, merrily, up and down the shore.  
(The two pour another drink--laughter.)

JACQUES     (turns to William.) Doesn't he know that the Thames  
isn't navigable this time of year?

WILL        Navigation isn't their major concern, Jacques. They  
have means of melting the largest iceberg in the human  
race.

MESSENGER (Enters stage left announces that the French Peace  
Corp has arrived. Exit Stage left)

JAC        I thought we were fighting a war. First a boat club  
and now a peace corp. What next?

CHEV        Oh boy! That's all we need around here. A bunch of  
goody, goody finks.

WILL        Gentlemen, think of the value of these dedicated,  
stalwart individuals and the glory they will bring  
to France. (Enter Peace Corps--upstage stage left,  
facing audience--Yvette, Gennieve, Irma, Brigitte)

LOUIS       (to audience) What bringers of Peace!

-Curtain-

SCENE II    Same setting. Gennieve with Chev; Yvette with Will;  
Irma with Louis; Jacques by log.

YVET        Isn't it a little too warm here.

IRMA        Yes, I'm RATHER hot myself.

BRIG        (Enters left with bread and wine) Would anyone care  
for some refreshments? Bread or wine.

WILL        Yes, I would like a piece...of bread.

JAC        (chant and dance) A piece, a piece, a piece of bread  
for my Lord. (Brigitte brings over bread and William  
gapes)

WILL        Pass on the bread, I'll take the bread.

LOUIS        How easily are you propositioned?

IRMA        That depends, just what do you mean?

LOUIS        You see, I am going to set up a new business on the  
Thames. I'm going to call it LOUIS' LEFT BANK BOAT  
CLUB. But you can't have a boat without an oar!

IRMA        What is wrong with what's here?



LOUIE There is no credit here. Check for yourself.

IRMA (goes over to girls) OK, girls, check your activity cards. (Girls take out cards)

ALL We're all punched out! (Irma goes to William)

IRMA Put up Sweetie, or we move out--you've no credit left.

WILL (starts speech as Irma goes towards back of stage.)  
Right now we have nothing more to give, but when  
occupation is...(fades out--lights on Gennieve and Chev  
singing Thank Heaven for Little Girls).

CHEV AAH, life is Wine, women and song. Now, Gennieve,  
we have had the wine and song. There is only one thing  
left.

MERDON (Enters left, crosses stage yelling "Cigarettes, cigars,  
birth control pills". Exits Right. Chevalier stops  
her and makes purchase.

CHEV (Leaves with Gen--right. To Audience..) But this isn't  
for you.

IRMA (As she and Will come upstage) Sorry Willie, that's  
not enough. Louis, I'm with you. Let's go girls.  
(Girls gather and exit stage right. Brig stays  
with Will--embrace and kiss) Let's go Brigette.

BRIG (exiting right, to audience) Now I know why they  
call him William the Conqueror.

-Scene Ends-

ACT II SCENE I British Camp. Tent back right--fire right of  
center. Darkness--Light onto knight, gradual fade in.  
Knight is standing near fire pouring coffee.

Sounds of pain and agony are heard offstage and a  
wounded serf crawls onstage with a pitchfork protruding  
from rump.

SERF H-help! I'm dying. (more groans)

KNIGHT Zounds! Art thou hurt? (moves cross stage towards serf)

SERF I am sorely wounded and need help. My gluteous maximus  
hath been peirced.

KNIGHT What happened?

SERF I was hiding under a bush when a dastardly Frenchman  
decided to abide to the call of nature, and of all  
bushes, he picked mine. Well, I had to jump up and  
run and he saw me and threw this stick at me.

KNIGHT Cowardly dolt!

SERF Well, if you're so smart, why didn't we win the war?

KNI Because of knaves like thou, varlet; hiding in the bushes.

SERF Ah, I am dying.

KNI Here's an aspirin. In truth they are for headaches, but judging from your intellect, it will probably help you.

SERF (refusing offer) I need a priest. It's too late now. Priest! Priest!

PRIEST (Priest is heard stumbling offstage.) Hark, hark! Hear I a call for my heavenly ministrations? (Priest runs onstage left and trips over his long beads.) Didst I hear someone call for a priest? I'm Friar Jones, Tom Jones, here at your service. Art thou in need of my services?

SERF What the hell does it look like, dolt?

KNI Pay no attention to him, the cowardly serf.

PRIEST Wait, wait! Perhaps he has some recompense upon him for my attentions. (Now, if not before, it becomes evident that the priest has a character not unlike that of the Merchant of Venice.)

PRIEST and KNIGHT search SERF

PRIE Not a shakel

PRIEST and KNIGHT shove SERF over to side (back left) amid groaning of SERF.

Almost immediately more groaning is heard offstage and Harold, son of King Richard, stumbles onstage supported by LOUIS, the French Oar Master.

HAR God save us all. What misery! My father the King is dead and we have lost the war to the sneaking French. I am nearly dead. Some varlet of a Frenchman has chased me all the way from the battlefield and has sorely wounded my royal bod. (holds his posterior) Were it not for this kind gentleman who found me and assisted me, my life would have been lost. (Meanwhile he sits down gingerly and shifts until he finds a comfortable position.--on his stomach maybe)

KNI (to LOUIS) Many thanks to you, kind sir, for saving our sovereign from certain death. How did you happen to be in the vicinity in this time of war?

LOUIS (Put on the spot) Oh...I was wandering and lost.

KNI What is your business in this area?

LOUIS I, well, I am a travelling merchant. M. Louis at your service. I--ah--deal in many... articles of value. (Changes subject) And what is your business kind sir?

KNI I have many land holdings, and through these have become very wealthy.

PRIEST I, too, have gained much. This cruel war has caused many to beg (and pay) for my ministrations.

LOUIS (to himself) Goody, goody! (chuckles to himself) Then your credit is good. Gentlemen, I have an announcement to make. I have an additional reason for being here. Having a genuine respect and sympathy for a downtrodden and conquered people, I wish to try to assuage your miseries. As you have probably noticed, I am of French derivation. In actuality, I have formed a group of French people who are also sympathetic to your cause. We call ourselves the Peace Corps. I see that you are receptive to the idea.

HAROLD Hold it right there. I do not wish for a group of interfering busybodies and do gooders to interrupt the lives of my subjects.

LOUIS Don't worry, sire. My peace corps is most discreet and also--tres useful.

PRIEST Will this help be in a form beneficial and wholesome for my countrymen?

LOUIS But I assure you, Father, these workers of mine will stimulate your fellow Englishmen and may even help you to overcome some of your inadequacies(less). They should be here at any moment.

(Sound of tramping is heard offstage and the Peace Corps marches on left singing their theme song "Row, Row...")

SCENE II Yvette is sitting in doorway. Serf, wounded outside tent with Brigitte.

BRIG Don't worry, I'll have you fixed up in no time.

SERF How did you ever get tangled up in this group?

BRIG When war came, there was nothing left at home, so I decided to offer my service for my country and here I am.

SERF But hasn't it been a great physical strain?

BRIG I've always said, anything for peace. (exits left. Friar enters right and goes to Yvette.)

482

PRIEST My dear child, may I have a few moments of your time?

YVET Forget it, Pops, if you're thinking of converting me. Years ago, I was in a convent, but I kicked the habit. (P. Draws back)

PRIEST Really! (Draws near again)

YVET But NUN for you. (Enter Irma and LOUIS)

IRMA Really, Yvette, a clergyman, no less.

LOUIS That's what I like—an all around girl. (Enter Genniveve right, Harold, Brigette, and Knight!)

GENNI (Fondling jewels and coins) There's nothing like a Limey to put us oars in finery.

PRIEST Finery!! You seem to be doing quite fine!

IRMA Girls make the most of it. In the morning we head for the Thames.

KNIGHT Well, I want...(Great noise heard offstage—enter French troops left, Will, Chev, and Jacques with chest of many jewels.)

CHEV Genniveve, mom Genniveve, it has been so long.

GENNI Not long enough, fat stuff (Chev hurt)

WILL Girls, see the credit we bring. (Girls go over and inspect jewel chest)

GENNI Blimey! I'd still rather be with my limey! (Other girls agree and walk back to the English)

LOUIS But, William, all is fair in love and war! (French troops, dejected, begin to leave. Enter 4 girls with sign left—"Reinforcement--Thames and/or Bust." Elation on faces of men. SONG. Exit.)

### ACT III

Outside Boat club on the Thames. Girls line up and have doves around neck and branches in teeth. Have oars in hands. French and British Enter. Arms around each other.

JACQUES (Elated, to audience) Did you ever see such beautiful oars? (Gets oar and holds out to audience)  
And so we have here a happy ending  
The English and the French befriending  
Each night they meet at the house on the Thames  
To choose their partners, and play their games.  
As for the house, it's quite a success.  
The white dove of peace is the standard dress.

Yes it's true--all's fair in love and war  
Whether it's lands you gain or a well-made oar.  
If you've enjoyed our skit, go tell all the others.  
So long from the Zetas' and the Lambda Chi brothers!

(Sits and curls--spot fades.)

APPLAUSE APPLAUSE APPLAUSE APPLAUSE APPLAUSE

THE END

# Penn State Students Begin Ambler, U. Dublin Teaching

Twenty-three associate teachers arrived from the Pennsylvania State University campus this week to begin a ten-week term of intern teaching in the Ambler and Upper Dublin secondary schools.

So that the intern teachers will receive their first professional experience in a situation similar to that which they will encounter in their first permanent positions, they have been assigned to a district that is, for most of them, not close to their homes. As a result, they have been obliged to find their own living accommodations in the neighborhood.

At the close of their experience here they will return to their homes for a brief vacation in such widely scattered localities as Portsmouth, R.I., Somerville N.J., and Pittsburgh.

Seniors at the university, many of the associate teachers will receive their Bachelor of Arts or Bachelor of Science degrees in June. At that time they also will qualify for professional certification as teachers in the schools of the commonwealth.

## Assume Responsibility

Cooperating teachers in Ambler and Upper Dublin assume the major responsibility for professional guidance. Under their supervision, the practice tea-

chers gradually assume the full academic load in the classroom, usually by the last three weeks.

So that the regular classroom teacher can maintain close contact with his students, cooperating teachers observe and evaluate the work of the classroom throughout the session. Moreover, it has been university policy to place associate teachers in a school for only one ten-week period in an academic year.

In addition to receiving assistance from local cooperating teachers, and administrators, the associate teachers are visited regularly by the field supervisor, Forrest R. Enders, Ambler, and by the PSU Area coordinator Heinz Luebke, Roslyn. Subject matter specialists from the campus visit the classes periodically as well.

The associate teachers and their cooperating teachers include:

Associate teacher, Roberta Len-neth Weidlich, with Jay Year-nish.  
Wissahickon Senior High: Karen Cromer, with Mrs. Dorothy Edgar; Heather Maw, with Mrs. Kay Riccobono; Robert Powell, with Miss Marjorie Smith; Harry Weigner, with Arthur Driedger; Gerald Wernovsky, with Louis Capparo.

Upper Dublin Senior High: Marianna Alderfer, with Harry Franklin; Robert Leach, with John E. Schwering; Ellen McAneny, with Mrs. Carolyn High School; Ken-

Rich; Ronald Panmer, with William Ritter; Helen Spiller, with Mrs. Frances Basenberg.  
Upper Dublin Junior High: Mary Ellen Crumlish, with Mrs. Mary LeVan; Linda Loose, with Miss Louise Utche; Betsy Reiff, with Mrs. Jane Medvetz; David Sauerland, with John Legg; Louise Tragemann, with Mrs. Barbara Newbauer.

Orientation was held Jan. 4, at 9:30 at the Upper Dublin Se-

484



3-4-65

## Town Topics

### St. Anth

A special program will be presented at the March meeting on Monday evening by St. Anthony's Guild in the auditorium of St. Anthony's Church, Forest Ave.

The Rev. Francis J. Litz, C. SS.R. from St. Peter's Church, Philadelphia, will speak on the life, holiness and beatification of Bishop John Neumann. Slides will be used to illustrate his talk at 9:30. Men as well as women are invited to the lecture.

Mrs. Frank Alio, Jr., co-chairman for the theater trip to be sponsored by the guild on Apr. 24 reports that on each of the three busses making the trip a "Queen for the Day" will be awarded a free bus trip with many additional surprise gifts.

Reservations are being handled by Mrs. Ralph Lelli at MI 6-6473 and women who are not members of the guild are invited to make the trip.

The busses will leave at 8:30 a.m. and the day will include time for shopping, a performance of the musical, "Bajour," and dinner.

Penn State student teachers currently associated with Ambler and Upper Dublin schools were among those honored at a reception at the University's Ogontz Campus in Abington last week.

Attending from the local schools were Roberta Lennox, Irmgard Lindmoth, Mitzi Mila-novich and Edward Palmer, Ambler Junior High School; Robert Anslinger, Ronald Chapman, Cheryl McReynolds and Kenneth Weidlich, Shady Grove Junior High; Mary Ellen Crumlish, Linda Loose, David Sauerland and Louise Traggeman, Upper Dublin Junior High.

From the senior high schools were Karen, Cromer, Heather Maw, Robert Powell, Harry Weigner and Gerald Wernovsky, Wissahickon; Marianna Alderfer, Robert Leach, Ellen McAneny, Ronald Panner, and Helen Spiller, Upper Dublin.



MBLER, PA., JANUARY 21, 1965

## Ambler-Shady Grove

# Teachers Plan Curriculum Meeting

### AMBLER

Tomorrow, Jan. 22, the monthly curriculum meeting for secondary teachers will be held in the Wissahickon High School building at 8:45 a.m. As a result, the school bus schedule will be two hours later than the usual time.

Classes will begin at all three high schools at 10 a.m.

The school welcomes the four Penn State associate teachers in Ambler Junior High: Roberta Lennox, teaching Spanish and English; Irngard Lindroth in history; Mitzi Milanovich in English and Social Studies, and Edward DD Palmer, Jr., in Industrial Arts.

The present third report period will end Jan. 29 and reports will be issued Feb. 5. Failure notices have been issued to failing and doubtful students.

The winter sports program went into its third week with about 100 students participating.

The wrestling team won its first match in two years of competition by defeating Thomas Williams Junior High School 29-22.

The Junior Historians held their first program meeting in December.

Mrs. Lewis, chapter advisor, announced absence rules concerning excuses and President Joann Goard distributed papers concerning the State Junior Historians.

The program on genealogy was presented by Tina Woolbert, an eighth grader at Ambler Junior High School. A tape recording was heard on genealogy basically on the making of and importance of family trees and ancestral records.

A treasurer report, given by treasure Diana Poos, showed the balance at \$84, with some outstanding dues.

Under a new ruling, every Junior Historians meeting will begin with this Federation Pledge:

"We the members of the Pennsylvania Federation of Junior Historians will work to promote an interest in the history of our beloved commonwealth and our United States. We will labor to apply our education in

such a way that we may work together for the common good. We will endeavor to remain worthy of our heritage of freedom."

Every member must know the pledge by the next meeting, which will be held in January.

### SHADY GROVE

January 29 marks the end of the third report period. At that time, we will have completed one-half of the school year.

Mr. Walter Krauser, guidance counselor, is administering the Kuder Preference Test to any and all members of the ninth grade that express a desire to take it.

The Kuder Test is an interest inventory designed to show degree of interest in these ten areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical.

On Jan. 20, Mr. Van de Water took a group of 50 students on a tour of the General Electric Space Research Laboratory, located at King of Prussia. The tour was arranged by

Mr. Yeomans of the G. E. company.

Mr. Yeomans presented a preliminary talk on the history of space travel to 150 students on Jan. 14 in the school auditorium.

The athletic teams are approaching the mid-point of the winter sports season. Mr. Green and the wrestlers are undefeated in two league matches while Miss Beale and the girls' basketball team have won their only game. Mr. Yeomish and the boys' basketball team won their first game of the season last week, after having dropped their first two games.

## Wissahickon High

# College Students Welcomed

By KAREN ROTH

The student body has welcomed five associate teachers from the Pennsylvania State University who will be working in this school for ten weeks. They are participating in the Associate Teacher Training Program.

In the social studies department Mr. Harry Weigner is working with Mr. Arthur Driedger and Mr. Gerald Wernovsky is working with Mr. Louis Caparro. Miss Heather Maw is the associate teacher in the art department, Mrs. Mary Riccobono is chairman.

In the business department, Miss Karen Cromer is the associate with Mrs. Dorothy Edgar. Mr. Robert Powell is

working with Miss Marjorie Smith in French.

The third marking period ends Jan. 28. Report cards will be distributed Feb. 2.

The members of the Forum met Jan. 13. The topic for debate was resolved: That Medical Care for the Aged Be Under Social Security. Speaking for the affirmative were Wayne Slingluff and John French, and David Steklenski spoke for the negative. Steve Sprowles served as moderator.

The same topic will be debated at the district Forum meeting Jan. 21 at Conshohocken High School. The Forum also will present an assembly program later this month.

The date for the Junior-Senior Prom has tentatively been set for April 23.

College boards to be given on March 6 will not be administered at Wissahickon.

The Junior Historians met Jan. 13. Bill Proctor gave a summary of "The Conquest of Mexico" by William Prescott. He described the character of Cortez and the conquest itself.

Mr. Driedger read a paper entitled "The Role of the Min-

isters in the Witchcraft Trials of Massachusetts." The next meeting will be held on February 3.

Mrs. James Mitchell of WD-AS radio station visited Wissahickon on Jan. 15 to audition the Wissahickon Senior High Folk Singers to appear on a radio program Feb. 7. The group sang at the Spruance School for the PTA on Jan. 20. They performed at a private party Jan. 8.

The performers were: Bill McFarland, Mary Jane Robbins, Lana Zettlemoyer, Barbara Noble, Allen Leech, and Linda Maiello.

Future performances include the Strand Theater in Philadelphia on Feb. 13 and Ridge Park Elementary School on Feb. 24.

An invitation is extended to the entire student body to a "Hootenfest" to be held at A. D. Eisenhower Senior High School where the Wissahickon Folk Singers will perform.

The first Wissahickon double-header sports event was held Jan. 15. The wrestling team competed with North Penn and the basketball team competed with Pennridge.

## Area Schools

While Student Teaching

Maple Crest Apartments A-6  
2113 Maple Avenue  
Horsesham, Pennsylvania



Miss Gail Tannler  
358 Simmons  
University Park  
Pennsylvania

488

489

# THE PENNSYLVANIA STATE UNIVERSITY

101 WILLARD BUILDING  
UNIVERSITY PARK, PENNSYLVANIA, 16802

The Graduate School

February 24, 1965

Area Code 814  
865-6323

Mr. Silas Robert Powell  
R.D. #1  
Carbondale, Pennsylvania

Dear Mr. Powell:

With this letter we are offering admission to you as a student working for the Master of Arts degree in French effective with the Fall Term 1965.

On receipt of the ten dollar fee, preferably check or money order payable to The Pennsylvania State University, we shall send the formal admission papers to you.

Very truly yours,

  
R. E. Tschan  
Assistant Dean

/dlr

490

THE PENNSYLVANIA STATE UNIVERSITY  
ADMISSION FEE FOR THE GRADUATE SCHOOL

Nº 35474

University Park, Pa. .... 3/9 ..... 19.65

Received of *Silas... Robert... Powell* ..... \$10.00  
Richard H. Baker, Bursar

*check = Helen L. Powell*

Per *R. E. Tschan*  
P

The ten dollar admission fee in the Graduate School is sent to the Graduate School Office at the time of the applicant's admission. This fee is made payable to The Pennsylvania State University and is not returnable after admission has been granted.

## CRYSTALS IN NATURE

Salts, as a rule, may be obtained in crystalline forms, some of which are very beautiful. Crystals are formed by the solidification of a substance or by its deposition from solution. Thus, in winter, when the weather is cold, frost appears upon our window panes, and snow flakes of exquisite loveliness appear. A great many salts may be prepared in crystalline form by allowing a hot saturated solution to stand in a glass crystallizing dish, or by coating a piece of glass with a little of it. As the solution cools, crystals form, which may be examined with a pocket lens or by means of a microscope. Crystallization may be shown most beautifully by placing a drop or two of silver nitrate solution on a clean glass slide and then adding a small peice of copper filing or very fine copper wire. When examined, crystals of silver are to be seen--the so called silver tree. The smallest crystal which makes its appearance has the same form as a large crystal.

"Crystals differ much in appearance. Common salt crystallizes in cubes, epsom salt in the form of a foursided prism, and ammonium chloride may be viewed under the microscope as exquisite crosses and fern like forms. While crystals appear to assume an almost infinite variety of forms, they may be broken down into six systems, which will be illustrated later on in this research paper." <sup>1</sup>

## CLASSIFICATION OF SUBSTANCES

"Substances, may frequently be divided into two classes, namely amorphous and crystalline. Under amorphous substances we have the liquids and glassy solids, in which the arrangement of the particles is chaotic, that is, not arranged in a definite pattern. The arrangement of particles may be likened to trees growing in a natural forest. A crystalline substance on the other hand is one in which the particles are arranged in definite order, like trees in a nursery or a garden. Crystals, therefore, have structure, and many of them possess cleavage. This mineral may be split into sheet of inconceivable thinness; indeed, it is estimated that a single sheet may be only two molecules in thickness. While crystals are microscopically small, others are very large. A natural crystal was found which measured 3 feet by 6 feet by 42 feet in lenfth, thirty seven tons of spodumene having been quarried from a single crystal. Artificial crystals do not reach these dimensions, but very long metallic crystals have been prepared. Thus, when plastic tungsten is drawn through a die, at such a rate that the particles have time to arrange themselves in definite order, crystals a mile or more in lenght may be prepared." <sup>2</sup>

<sup>1</sup> William Foster, Romances of Chemistry, New York, Appleton Century Inc., 1936, p. 305.

<sup>2</sup> Dexter S. Kimball, The Book of Popular Science, New York, Grollier Society, 1932, p. 2106

## CLASSIFICATION OF CRYSTALS

Crystals are distinguished and classified by the geometry of their plane surfaces (crystal faces) which give them their shapes, especially by the angles in which adjoining crystal faces meet. This is a highly technical subject which is especially difficult because many crystals have a large number of faces.

### ISOMETRIC SYSTEM

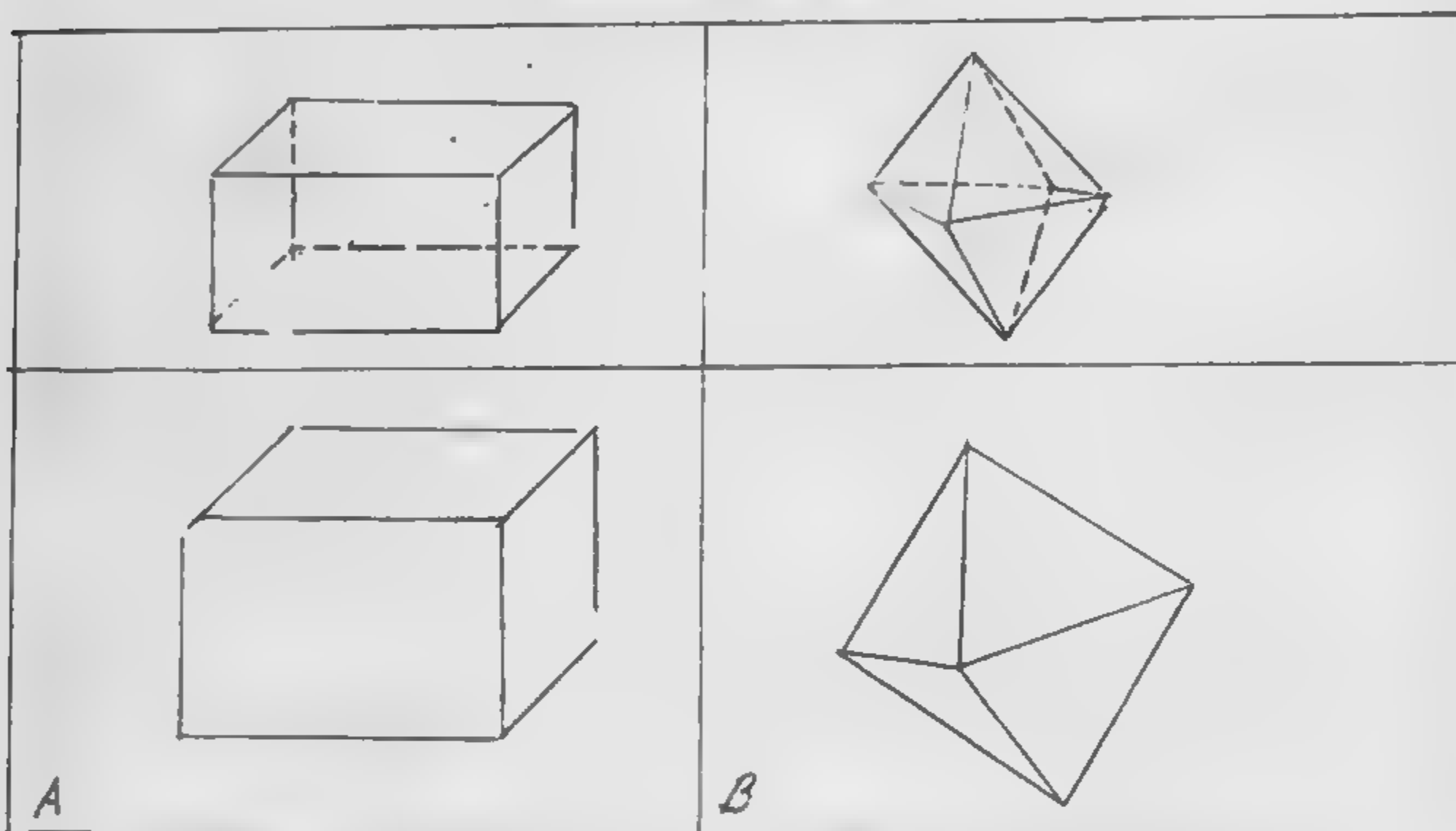


Fig. 1 ISOMETRIC CRYSTALS. Gold silver, and table salt are among the minerals which form crystals in this system.

"The isometric system. In this system the simplest form is a cube. (Fig. 1-a) In it, each of the six faces is a square and all of them meet at right angles. In figure 1-a, the lower row shows a cube as it looks in nature. The upper row shows the same cube with three imaginary axes drawn on the inside." "The isometric system is based on three rectangular interchangeable axes." "Figure 1-b shows another common form, the octahedron. It consists of a four sided pyramid, of which each face is an equilateral triangle. Galena, pyrite, alum, and garnet crystallize in this system."

1 The World Book Encyclopedia, Crystals, Toronto, World Book Encyclopedia Inc., 1925, p. 875.

2 The New International Encyclopedia, Crystallography, New York, Dodd, Mead, and Company, 1914, p. 674.



# TETRAGONAL SYSTEM

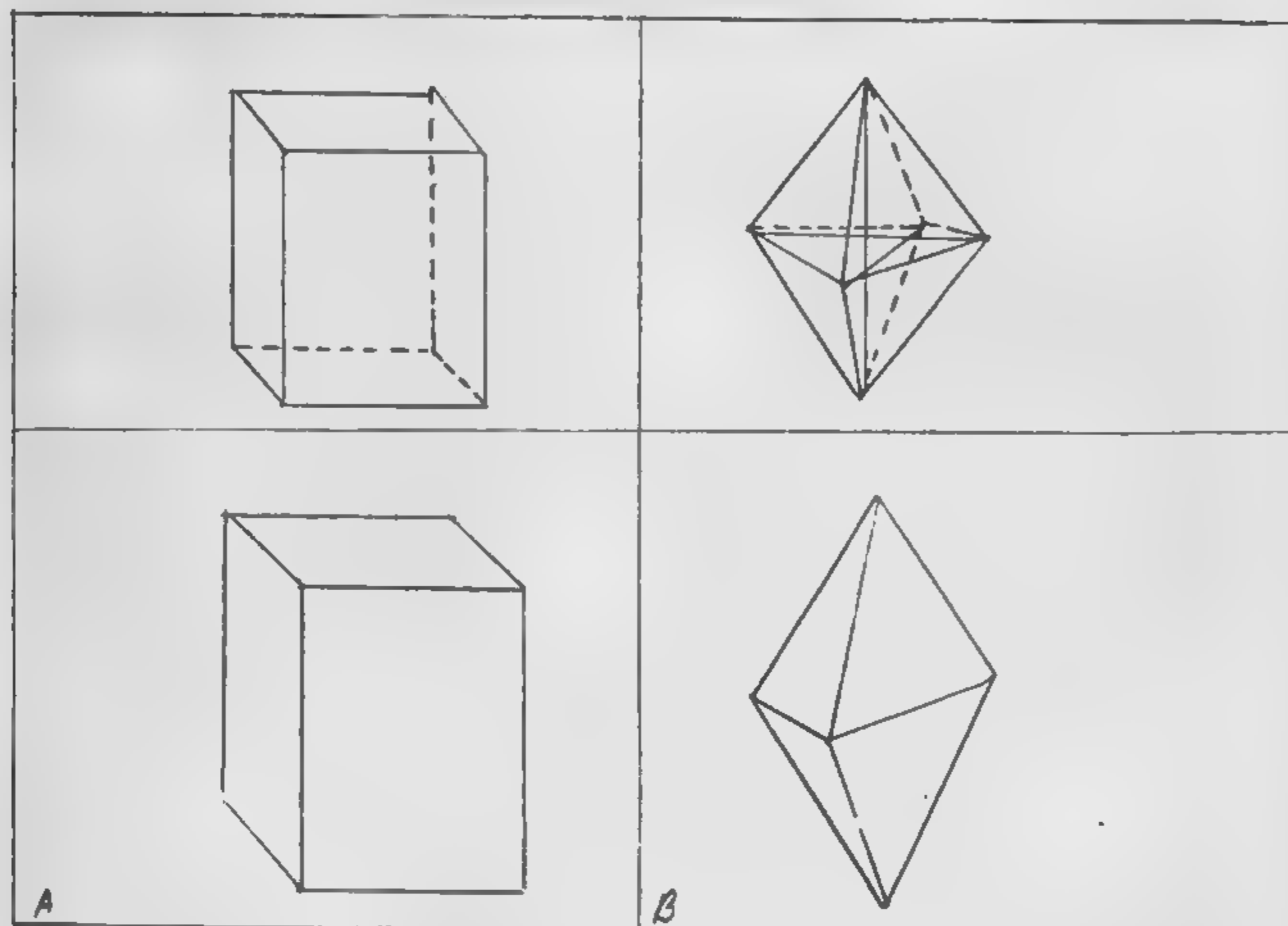


Fig. 2a Crystals in the tetragonal system. The gem called zircon forms crystals in this system.

"The Tetragonal System. The simplest form is the prism (fig. 2a) of which the sides are rectangles, and the top and the bottom are squares. All the faces meet in right angles. The upright axis is longer than the other two, which is equal. In the corresponding pyramid, the sides are identical isosceles triangles." <sup>1</sup>

"The tetragonal system is based on 3 rectangular axes, two of which are interchangeable. Five of the seven groups under this system show four-fold symmetry with respect to the non-interchangeable axis." <sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

## ORTHORHOMBIC SYSTEM

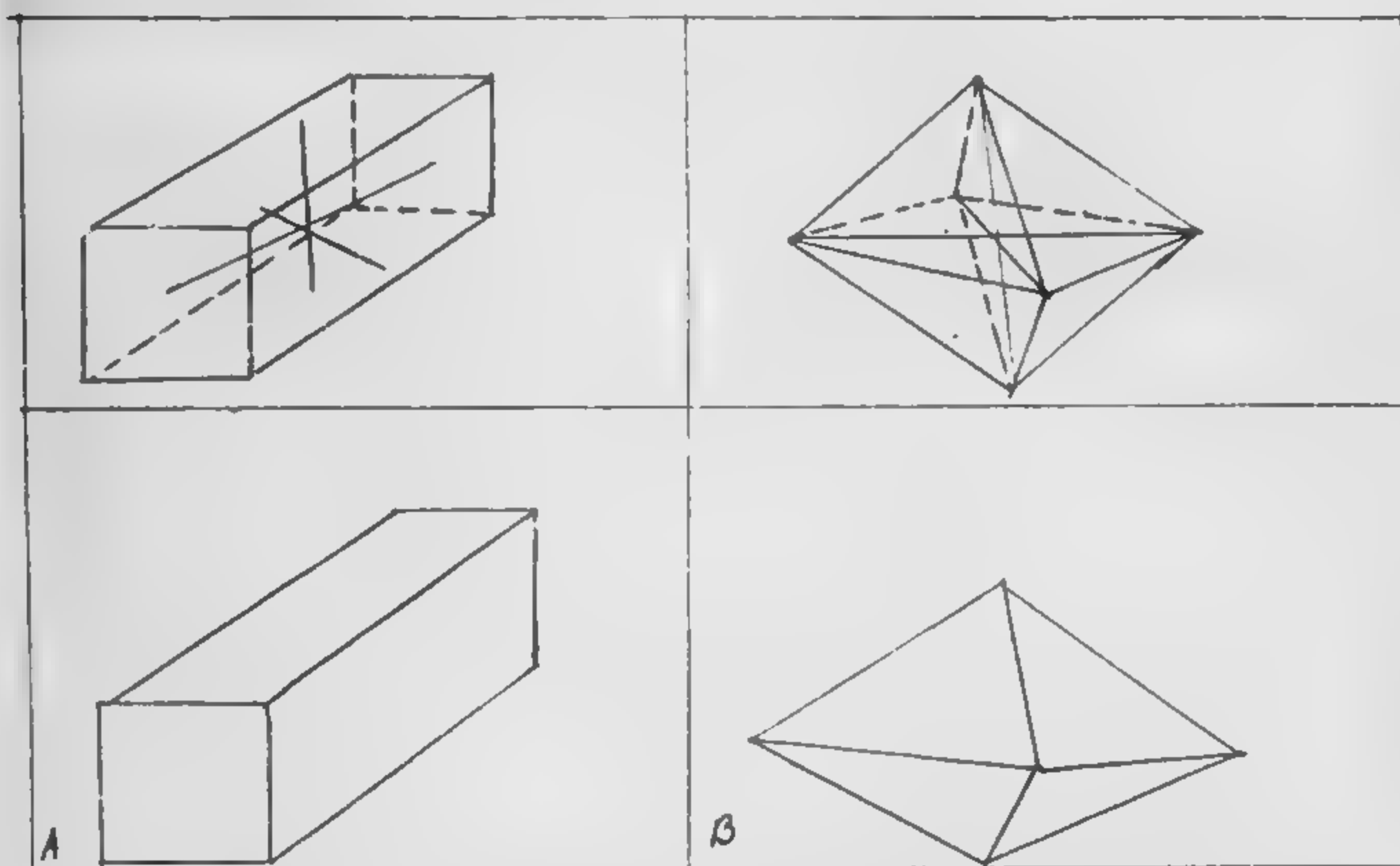


Fig. 3 Crystals in the orthorhombic system. The crystals of topaz, a reddish brown gem, belong to this crystallographic system.

"Orthorhombic System." Here the left side, the right side, and the top of the prism (Fig. 3a) are all rectangles. Not one is a square but they meet in right angles. All three axes are of different isosceles triangles." <sup>1</sup>

"The orthorhombic system is based on 3 noninterchangeable rectangular axes of two fold symmetry, the highest of the three groups under the system having 3 planes of symmetry." <sup>2</sup>

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1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

# HEXAGONAL SYSTEM

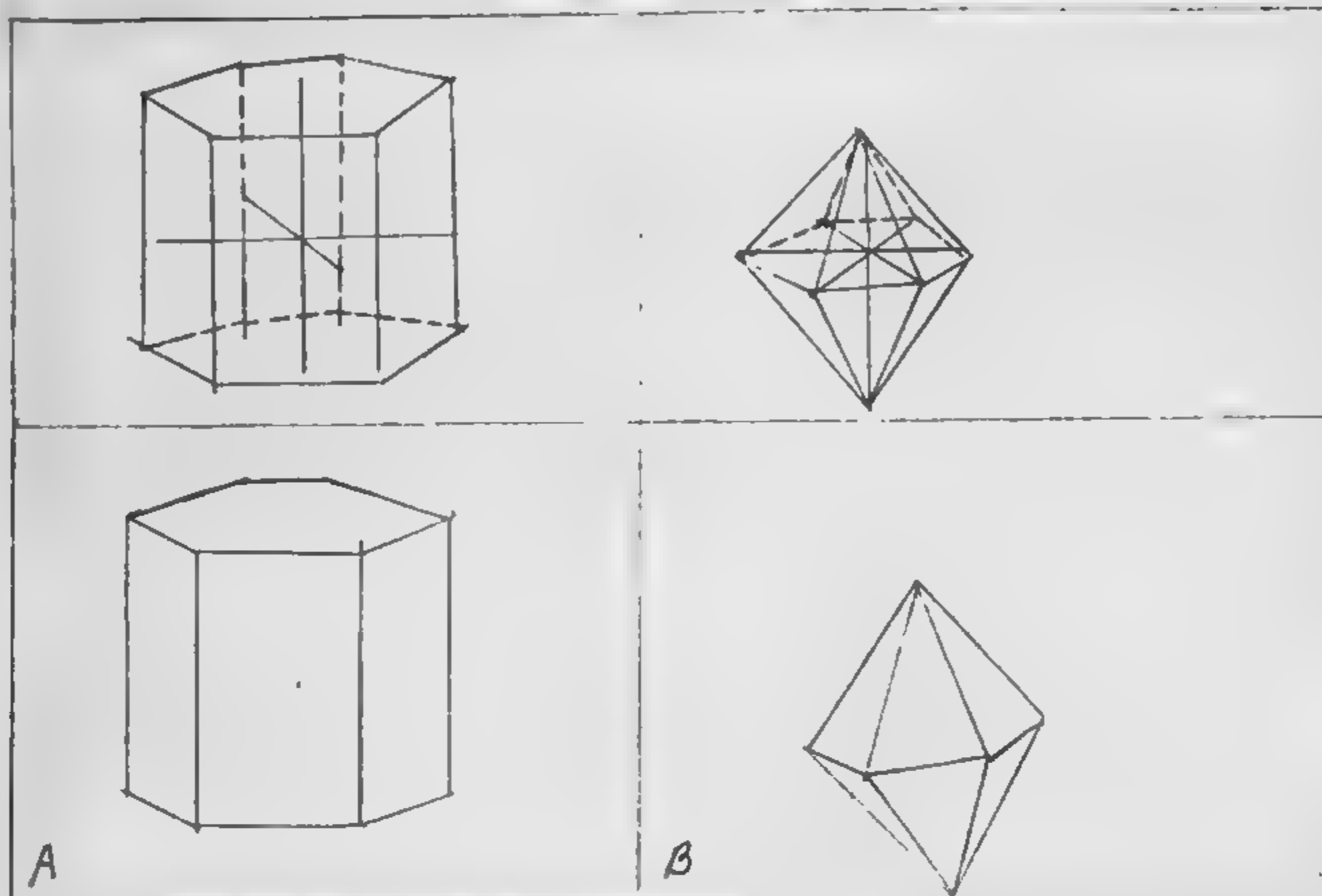


Fig. 6. Crystals of the Hexagonal System. The familiar crystals of ice and quartz belong to the hexagonal system.

"Hexagonal System. In this system the prism consists of six sides, instead of four as in the other systems, which meet the top and bottom surfaces at right angles. There are correspondingly four axes, three of which are equal in length and the fourth is longer or shorter. The corresponding pyramid has 6 sides. Most actual crystals are built up of more crystal faces than appear in the simplest forms illustrated in figures 1-6. More complex crystal forms are frequently found in the minerals garnet, topaz, and quartz."<sup>1</sup>

"The Hexagonal system is based on 3 interchangeable axes in the same plane equally inclined to each other, and one axis at rt. angles to the other 3 and non-interchangeable with them. This system includes 2 sub-divisions, (1) the trigonal system and (2) the hexagonal."<sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

## MONOCLINIC SYSTEM

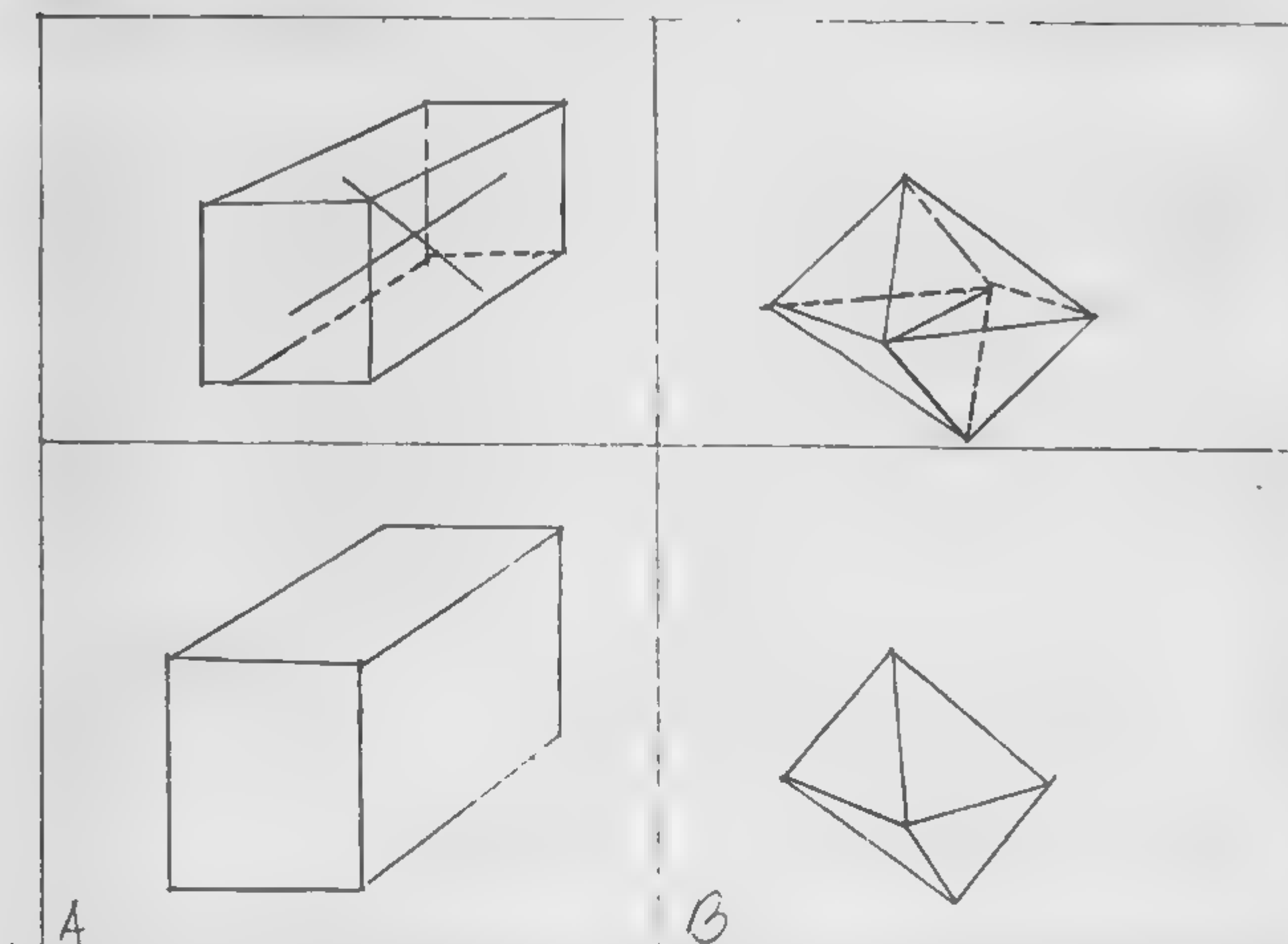


Fig 4. Crystals of the Monoclinic system. Sugar and gypsum(used in making Plaster of Paris) form monoclinic crystals.

"Monoclinic System. In the simplest prismatic form, all six sides consist of rectangles, but only the left and right sides meet at right angles. The top and bottom surfaces are inclined planes instead of being horizontal, as they are in the first three systems. No pyramids exist. Instead one gets forms such as shown in Fig. 4b Sugar and the mineral gypsum crystallize in this system." <sup>1</sup>

"The Monoclinic system is based on 3 non-interchangeable axes, two of which are at rt. angles and the third inclined to the plane of these. This system includes 3 groups, all crystals of which show one plane of symmetry." <sup>2</sup>

1 The World Book Encyclopedia, op. cit.

2 The New International Encyclopedia, op. cit.

## TRICLINIC SYSTEM

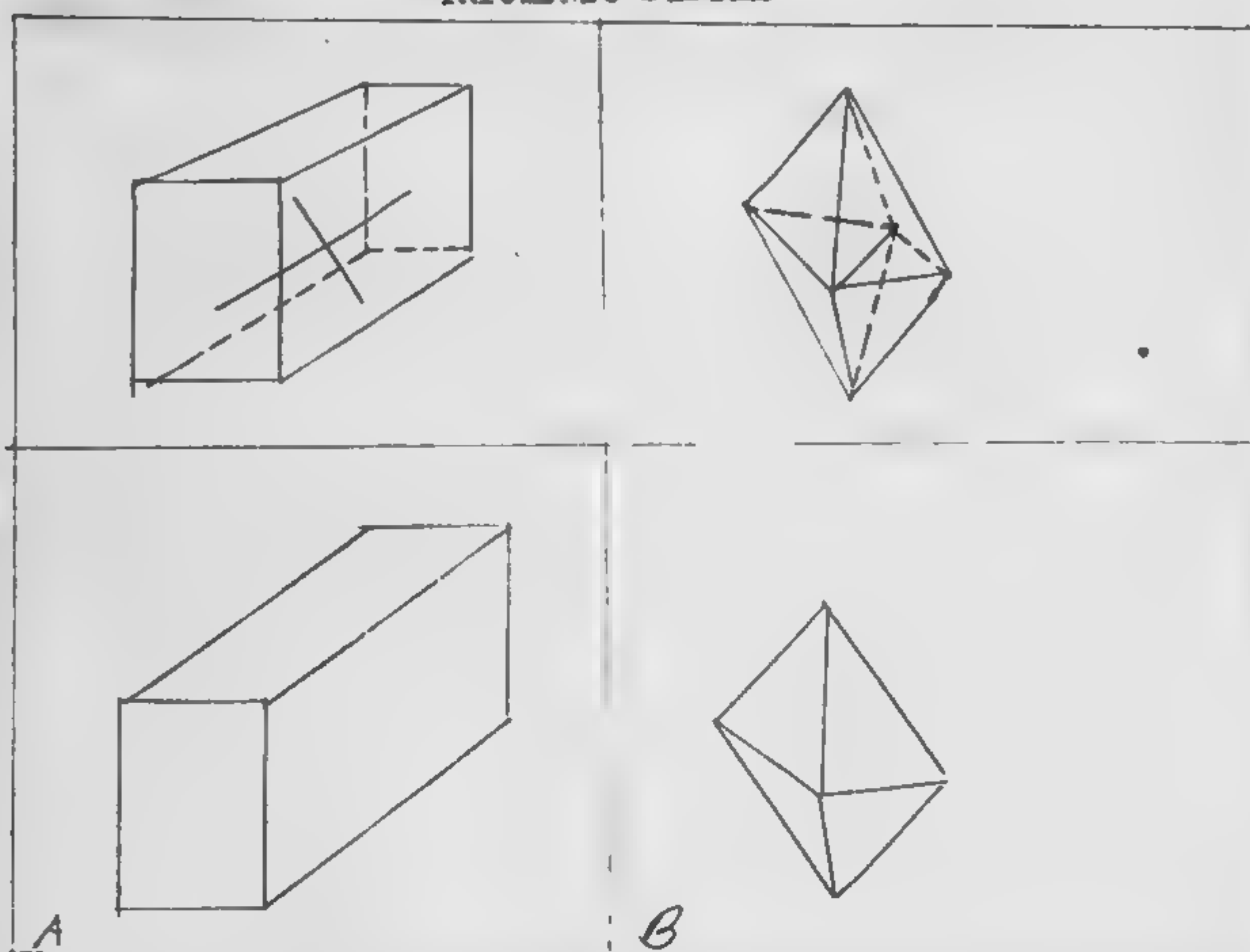


Fig. 5 Crystals of the triclinc system. This is the kind of crystals formed by copper sulfate.

"Triclinc System. In this system, none of the rectangular faces of the prismatic form meet at right angles." <sup>1</sup>

"The Triclinc System is based on three inclined axes, corresponding to three non-rectangular and non-interchangeable lines of crystallizing force. Crystals referred to in this system, which includes two groups, are symmetrical only to a place which is usually a point." <sup>2</sup>

<sup>1</sup> The World Book Encyclopedia, op. cit.

<sup>2</sup> The New International Encyclopedia, op. cit.

## TWO METHODS FOR GROWING CRYSTALS

"Two general procedures for growing large single crystals of salts can be conveniently used at home. In both methods you suspend a seed crystal by a thread in a Mason jar containing the solution. In one, the sealed jar method, you supersaturate the solution and seal the jar to keep water from evaporating. The seed will grow as excess salt in the solution slowly crystallizes on it. This is the quickest and most useful way of growing most of the common crystals.

In the other method, the evaporation method, you start with a saturated solution and permit it to evaporate slowly. You leave the jar unsealed, and cover the top with a piece of cloth, both to reduce the rate of evaporation and to keep dust out of the solution. As water evaporates the solution becomes supersaturated and the seed grows.

In both methods fairly constant temperatures are quite important, because changes in temperature changes the degree of supersaturation. Consequently, it is wise to keep the jar somewhere in the house, possibly the basement, where it will not be disturbed and the temperature varies the least." <sup>1</sup>

### PREPARING A SATURATED SOLUTION

"In both methods of growing crystals the first step is to make a solution that is saturated and the temperature at which the crystals will be growing. In the evaporation method you will then let the solution evaporate slowly after you have hung the seed in it. In the sealed-jar method you will heat the saturated solution to a higher temperature, where it is unsaturated. Then you will dissolve a little more salt in it, hang on the seed, and cool it to the original temperature, where it will find itself supersaturated." <sup>2</sup>

In preparing the saturated solution, you proceed either by dissolving a solid in an unsaturated solution or by withdrawing solid from a supersaturated solution. Notice now why the latter is the better procedure.

A solid salt at the bottom of a jar of water will dissolve quickly at first, but it will soon be surrounded by a concentrated solution. Since the solution is denser than the water, it will tend to stay at the bottom. If you do not stir the solution, further progress toward saturation will depend on diffusion of the salt upward into the more saturated part of the solution, a very slow process however. If you stir the solution you soon meet another problem. As the solution comes closer to the saturation point, the solid dissolves more slowly. The procedure needs a lot of attention over a long time.

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<sup>1</sup> Alan Holden, Crystals and Crystal Growing, New York, Doubleday and Company, Inc., 1960, p. 94

<sup>2</sup> *ibid.*

### PREPARING A SEED CRYSTAL

"Any fragment of the solid, no matter how tiny, is a potential seed. But in order to be conveniently suspended by a thread, a seed must be one eighth to one fourth inch long. Furthermore, it must be a single crystal so that the crystal growing from it will also be single. You can prepare such seeds by pouring one ounce of an unsaturated solution into a small glass and setting it in an undisturbed place. As the solution evaporates a few crystals come to be supersaturated and will usually begin to grow at the bottom of the glass. If it becomes supersaturated without depositing crystals, add a very small amount of crystalline powder from the supply bottle, or the powder left after evaporation of a drop of the solution has taken place. Look at the glass and its contents once or twice a day; harvest the seeds when they have grown large enough for convenient handling, but before they grow so large that they touch and interfere with one another. Pick out the good seeds with tweezers, or pour off the solution and dump all the seeds on a paper tissue, where you can dry them well."<sup>1</sup>

### PREPARING THE GROWING SOLUTION FOR THE SEALED JAR

The sealed jar method requires the preliminary preparation of a supersaturated solution from the saturated solution. You will prepare that solution by dissolving more salt in the saturated solution at a higher temperature, and then cooling the solution. The proper degree of supersaturation varies with the behavior of each salt; how fast it can order itself into a crystal without faults, and how highly its solution can be supersaturated without depositing seeds spontaneously. The crystal you grow at constant temperature cannot become larger than the amount of salt you add to a solution originally saturated at a designated temperature.

### GROWING AND HARVESTING A CRYSTAL

"Don't disturb the crystal during growth. Try to keep the temperature fairly constant, using a bucket of water from thermal ballast if necessary. By the sealed jar method the crystal should grow to a good size in from three to six days. Some crystals accumulate in the bottom of the jar and if not removed they will hamper the others growth. When a crystal has attained full growth, pull it out and dry it immediately with a paper tissue or a soft cloth. Be careful how you handle it, especially if you intend to use it in the optical instruments described later, for if it is soluble in water, perspiration will surely damage your fine beauty. The best way to store it is to wait till it is through drying and then put it in a screw topped jar to keep it from damage in either too dry or too humid air."<sup>2</sup>

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<sup>1</sup> Alan Holden, op.cit.

<sup>2</sup> Ibid.



## AN EXAMPLE OF A RECIPE

"A recipe for growing a crystal of Rochelle salt is as follows:

## I Supersaturated solution:

- a. 1 pound of Rochelle salt in 349 cc. water.
- b. 130 grams of Rochelle salt per 100 cc. water.

## II Add to the saturated solution:

- a. 31 grams of Rochelle salt
- b. 9 grams per original 100 cc. water.

The a quantities are based on your buying a certain quantity of the salt. They always specify the smallest amount of salt that will give the satisfactory results, and they will spare you much weighing. The b quantities are ratios; from them you can calculate any desired quantity of solution. To grow a Rochelle salt crystal, dissolve one pound of the salt in 349 cc. of water measured by a kitchen measuring cup. Heat the mixture to dissolve the salt, seal it in the Mason jar and let it cool. Then add some grains of Rochelle salt; the supersaturated solution will deposit its excess on the added grains, and in a couple of days the solution will become saturated. Pour off the solution and grow some seeds from an ounce of it. Now you are ready to make the growing solution. To grow by evaporation warm the saturated solution to dissolve the unwanted seeds, then let it cool again. To grow by the sealed jar method, warm the saturated solution add the a quantities of salt--31 gr.--given in part II of the recipe and dissolve it. This is the growing solution in which you plant the seed using the cardboard disc to suspend it."<sup>1</sup>

## COMPARISON OF THE TWO METHODS

Each method--sealed jar and evaporation have advantages and disadvantages. Both, of course provide the indispensable condition for a crystal to grow from solution, supersaturation. In the sealed jar method, the supersaturation arises from supercooling the solution. In the other method, evaporation of some of the water provides a progressive supersaturation for the solution. Growing a crystal by evaporation, you can, at least in principle, get back almost all the dissolved solid in the form of a single crystal. But the rate of evaporation is hard to control, it depends on how humid the environment is, and how effectively casual drafts remove the evaporated moisture. Since evaporation occurs at the surface of the solution the degree of supersaturation tends to be greatest there; unwanted seeds often form at the surface and may drop on the desired crystal. Any droplets of solution splashed on the sides of the jar, at the time it was filled, will evaporate to dryness, and the residue of crystalline dust may drop into the solution, providing a host of nuclei for crystallization.

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<sup>1</sup> Alan Holden, Op. cit.

#31

On the other hand, control of the supersaturated solution is obtained by lowering the temperature considerably. Often you can cool the solution three or more degrees centigrade below the saturation temperature without causing additional seeds to form spontaneously. Then a crystal can be grown for as long as a week at constant temperature. As the crystal grows the supersaturation declines, and thus automatically provides the slower growth rate usually desirable as a crystal becomes larger. But this amount of material that can be deposited from the solution is clearly limited, even if you reduce the temperature again after the initial supersaturation has been exhausted.

## CLEAVING AND GLIDING CRYSTALS

"A kind of behavior found only in crystals is "perfect cleavage:" a crystal may break apart much more easily along planes in a few directions than along any others. Not all crystals exhibit cleavage; but in those that do, the property is an impressive testimonial to the orderliness of their atomic arrangement. A familiar example of cleavage among minerals is the cleavage of mica. (Among the crystals you can grow by the recipes are: sodium nitrate, nickel sulfate hexahydrate, and calcium copper acetate hexahydrates)

The plane of cleavage in a crystal of nickel sulfate hexahydrate is perpendicular to its axis of four fold symmetry. You can cleave the crystal along any plane perpendicular to that axis: the term "cleavage plane" does not refer to a particular place in the crystal but to a particular direction in the crystal. The crystal can be cleaved along any one of the entire family of planes in that direction. In sodium nitrate the cleavage is rhombohedral. One consequence of the rhombohedral blocks. The corresponding property in calcite led scientists of about three centuries ago to think that calcite might be constructed of identical tiny blocks, having the shape of a cleavage rhombohedron." 1

Cleaving a crystal cleanly is an art and takes practice--one of the least of the arts the gem cutter must learn. After you have mastered the art you can easily assure yourself that the cleavage directions are very specific. An attempt to cleave the crystal in some other direction will produce only irregularly broken surfaces. Looking carefully at these broken surfaces, however, you may find small, brightly reflection sections which lie along planes of cleavage.

It is interesting to contrast the cleavage properties of calcium copper acetate hexahydrate with those of nickel sulfate hexahydrate. Each of these crystals belong to the tetragonal crystal system, and each has directions of perfect cleavage. In nickel sulfate the family of cleavage planes is perpendicular to the four fold axis of symmetry and the symmetry does not require that family to be duplicated in any other direction. In calcium copper acetate, however the cleavage are in planes parallel to the four fold axis.

When a crystal has two directions of cleavage not related by symmetry, both may be duplicated by symmetry in other directions. Again calcium copper acetate is a good example. One of the families of cleavage planes parallel to the axis affords very good cleavage. These planes are parallel to the larger faces in the usual habit of the crystal.

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1 Alan Holden, op.cit., p. 16

Without doubt, the planes of cleavage in a crystal are planes across which the forces between the atoms--the forces finding the crystal together--are weakest. It is tempting to guess that, if the binding forces are weakest in the direction perpendicular to those planes, then the atoms are farther apart in that direction than in others. But common salt, shows that the atomic behavior cannot be as simple as that. Salt has cubic cleavage--three mutually perpendicular families of cleavage planes.

The arrangement of ions in the cube plane is like a square net with positive and negative ions located alternately in the meshes. The ions in the octahedron plane are arranged on a net with triangular meshes, and all the ions are either positive or negative. Since there is the same number of positive and negative ions in the cube plane, the electric charge in the whole plane adds up to zero. The plane is electrically neutral over-all, and so are the parallel planes on either side of it. But an octahedron plane, whose ions are all one sort, has a large electric charge of the opposite sign. The planes of opposite charge will attract each other much more strongly than the neutral planes. Therefore, the crystal comes apart much more easily between the neutral planes than between the charged planes. This examination of the reason why sodium nitrate shows rhombohedral cleavage. Studies of the structure of sodium nitrate by X-rays reveal that its atomic arrangement is somewhat similar to that of sodium chloride. In place of the spherical chloride ions, sodium nitrate contains nitrate ions. The four atoms constructing a nitrate ion are all in the same plane, and each ion can be roughly pictured as a triangular block. The blocks are so arranged in parallel planes and the cubic structure of sodium chloride is broadened, in the plane of blocks, into a rhombohedral structure. As in sodium chloride the electric forces exerted by the positively charged sodium chloride ions and the negatively charged nitrate ions have caused them to collect their opposites around them and to push their fellows away. The rhombohedral planes are electrically neutral in sodium nitrate, just as the cubic planes are neutral in sodium chloride.

"Another crystallizing phenomenon, is glide. The mineral calcite is the most celebrated exhibitor of glide; and since sodium nitrate crystals have the same atomic arrangement as Calcite, you can observe glide in the crystals you have grown. Glide occurs when you press the edge of a knife into one of the edges of a rhombohedron of sodium nitrate. You must choose an edge where the faces meet in an obtuse angle rather than an acute angle. In order to obtain the best result, choose a plane on the edge not more than an eighth to a fourth of an inch. As you press the blade slowly into the crystal, the part of the crystal between the end and the edge will shift over."<sup>1</sup>

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1 Alan Holden, op.cit. , p. 16

"Crystals of ammonium nitrate glide spectacularly. This substance forms long needle shaped crystals. Operating on one of these needles, slowly, you can bend it into a circle, twist it into a spiral, or even tie it into a knot. Since metals are also made of crystals, and since they can often be deformed mechanically as easily as ammonium nitrate, it is natural to visualize the bending of a metal as a gliding process in its constituent crystals. Single crystals of metals do in fact have well defined glide planes, and glide is responsible for many of their mechanical properties. The study of metals has shown that it is not necessary for a whole plane of atoms to move at any one time to accomplish glide. It is only necessary to move a line of atoms, then the next line into the plane, and so on. In fact, the study has shown that glide would almost certainly not occur if an entire plane of atoms had to move at once, because it would be too difficult to move so many atoms simultaneously."<sup>1</sup>

The explanation of the cleavages in sodium chloride and sodium nitrate in terms of the forces of repulsion and attraction between the like and the unlike electrical charges, is a satisfactory one for crystals composed of ions.

By making a part of the sodium nitrate crystal glide, you produce an example of another frequent phenomenon. In crystals the third phenomenon is "twinning". The glided part and the part directly beneath it, the part that has not yet glided but would be if you pushed the blade further, taken together constitute a twinned crystal. There is a "twin boundary" along the plane of atoms directly beneath the last plane that slipped, and the two parts of the twin are mirror images of each other in that plane.

In this you have produced a twin by glide, but twinning in general is a much more prevalent phenomenon than glide. The word is used whenever two or more parts of a crystal are tightly joined and have the same atomic arrangement, but differ in orientation in such a way that they are symmetrically related to one another. The two parts of the twinned sodium nitrate crystal are tightly joined and have the same atomic arrangement. Similar planes of reflection relate the two parts of the twinned crystal of ammonium dihydrogen phosphate, which grew spontaneously in a tank in which dihydrogen phosphate intertwined crystals of the same substance and grew at the same time.

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<sup>1</sup> Alan Holden, Crystals and Crystal Growing, New York, Doubleday and Company, Inc., 1960, p. 108



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## APPENDIX

You have just read the partial story of the fascination subject of crystals. For personal investigation there are other fields which you can further investigate. A few of these are: Cloud Seeding, which makes clear the close connection between studies of crystal structure and recent efforts to produce rain artificially, The Origin of Granite, The Nature of Crystals, Dislocations in Metals, The Nature, Origin and the Strength of Metals, Atomic Structure and the strength of Metals, The Nature, Origin, and the interpretation of the Etch figures of Crystals, Elasticity and Cohesion, and The Dichroscope.



“Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated failures. Persistence and determination alone are omnipotent.”

*Calvin Coolidge*

438

I SPEAK FOR DEMOCRACY

Submitted by  
Robert Powell

## I SPEAK FOR DEMOCRACY

When I speak for democracy I speak for America- her great metropolitan areas, her quaint rural villages, her immense prairies, her gently rolling fields, her vast and breath-taking lakes and rivers, her trickling brooks that wind their way down mountainsides into larger bodies of water, her wise and questioning sage, her foolish and impetuous youth, but mainly I speak for her way of life; a way that has secured for America an eternal place in the eyes of all mankind.

Among the many remarkable things about our country none is more striking than the way in which a long course of social evolution has been telescoped, so to speak, into a short period of time. The interval from frontier to urban conditions has frequently been less than the span of a single life, and indeed the two have existed at the same time within a day's journey of each other. It was but a natural thing that a political organization formed to fit the needs of a small nation of back woodsmen and farmers with a small proportion of traders in a few small cities should rapidly get out of date as that nation increased in population and wealth, industry and commerce, until it outstripped all other civilized nations in the world, and that is what happened to us in a little over a century. Though as a whole we are still rural in comparison with some of the older and smaller countries of Europe, the metropolis of America is now the largest city in the world and represents the greatest concentration of population and business.

We are a nation of free men and women. The right to live in a real democracy such as ours has been granted to very few people in the history of the world, and many who have had this right have lost it because there were always avaricious and unscrupulous men waiting to deprive people of their rights and return them to slavery. How fortunate you and I are to live in a nation such as America- "a cradle of liberty"- where all men and women are treated equally. A nation whose fundamental doctrines are those of equal suffrage, equal legal rights, and the power to decide together what the laws will be and how the government should be run.

We, all of us, want to better the lot of mankind. We must eliminate the hunger that emaciates children and scars the souls of their parents. We yearn to see mankind reaping each year a richer harvest from the good earth, sharing a commerce in goods and in knowledge and in wisdom, that we may dwell together in plenty and in peace.

All of us can share in this dream of plenty and this determination that it be fulfilled. In its fruition we can find our own fulfillment, and that of America, and that of democracy. To this goal we can join hands and our hearts. It is our challenge and our destiny.

“To be creative is to consider the whole process of life as a process of birth and not to take any stage as the final stage.”

*Erich Fromm*

# The Challenge to a Loyal American

942

by SRP

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America is today the strongest, the most influential, and the most productive nation in the world. Understandably proud of this pre-eminence, we yet realize that America's leadership and prestige depend not merely upon our unmatched material progress, richness, and military strength, but on how we use our power in the interests of world peace and human betterment.

Throughout America's adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement; and to enhance liberty, dignity, and integrity among people and among nations. To strive for less would be unworthy of a free and religious people. Any failure traceable to arrogance, or lack of comprehension or readiness to sacrifice, would inflict upon us grievous hurt both at home and abroad.

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology-global in scope, atheistic in character, ruthless in purpose and insidious in method. Unhappily, the danger it poses promises to be of indefinite duration. To meet it successfully there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle-with liberty at stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.

We are faced these days with a condition and not a theory. This condition, communism, started 43 years ago and today it rigidly controls one third of mankind and has penetrated and softened up in varying degrees the remaining two thirds. The hope of liberation must never be allowed to fade from the hearts of these oppressed peoples. With vision and leadership the west should be able to promise them greater material benefits than they would acquire themselves by their own free exertions. But they should be promised more. They should be assured of the freedom to criticize, to think, to create; the freedom to choose and turn out their own government.

This offers a challenge to the next generation of Americans. A challenge far more interesting than the notion that we are an affluent society and our only problem is to use our leisure decently. The world environment we confront demands that we in a generation prove what other generations of Americans have had to prove in the face of different agendas. It demands that we remain loyal to the sense of democratic mission which is the root of our nationhood, and demonstrate once again that democracy is not the absurdity dictators and autocrats have always believed it to be.

Crises there will continue to be. In meeting them whether foreign or domestic, great or small, there is a recurring temptation to feel that some spectacular and costly action could become the miraculous solution to all current difficulties. But as we peer into the future, we-you and I, and our government-must avoid the impulse to live for only today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written, America knows this world of ours, ever growing smaller, must avoid becoming a community of dreadful hate and fear, and be, instead, a proud confederation of mutual trust and respect. Only with complete dedication by all of us to the national interest can we bring our country through the troubled years that lie ahead. Our problems are critical. The tide is unfavorable. The news will be worse before it is better, and while hoping for the best, we should prepare ourselves for the worst.

The hopes of all mankind rest upon us, not simply upon those of us in this auditorium, but upon the peasant in Laos, the fisherman of Nigeria, the exile from Cuba, the spirit that moves every man and nation who shares our hope for freedom and the future.

We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied, that those who now denied opportunity shall come to enjoy it to the full; that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities, that all who are insensitive to the needs of others will learn charity; that the scourge of poverty, disease, and ignorance will be made to disappear from the earth, and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love.

We yearn to see mankind reaping each year a richer harvest from the good earth, sharing a commerce in goods and in knowledge and in wisdom, that we may dwell together in plenty and this determination that it be fulfilled. In its fruition we can find our own fulfillment and that of America. To this goal we can join our hands and our hearts. It is our challenge and our destiny.



I am interested to discover  
that I did so much  
original writing when  
in high school.

Various French worksheets  
completed by SRP in high  
school. Who would ever  
have guessed at the time  
that I would major in  
French in college?

St. John's, Nfld.

446

Les fleurs  
de la statue  
d'Amherst

La statue  
de la statue  
d'Amherst

Les fleurs  
de la statue  
d'Amherst

Les fleurs  
de la statue  
d'Amherst

Les fleurs  
de la statue  
d'Amherst

Les fleurs  
de la statue  
d'Amherst

1. Do you speak French?  
vous parlez français
2. Do you not dance, Marie?  
vous ne dansez pas, Marie?
3. He has tea and books  
Il a du thé et des livres
4. I am your neighbor  
Je suis votre voisin
5. He has his pencil and pen  
Il a son crayon et sa plume
6. I have seen his mother and brothers  
J'ai vu sa mère et ses frères
7. They have taken our table and chairs  
Ils ont pris notre table et nos chaises
8. I have your pencil and pens  
J'ai votre crayon et vos plumes
9. We have seen their son and daughters  
Nous avons vu leur fils et leurs filles
10. Let us speak to the child  
a l'enfant
11. Do not speak to the child  
a l'enfant
12. The large house is mine  
La grande maison est à moi
13. Here is your book. Where is mine?  
Voici votre livre. Où est le mien?
14. Here are mine. Where are his?  
Voici les miennes. Où sont les siennes?
15. Here is your gift and theirs  
Voici votre cadeau et le leur
16. Marie is a friend of mine  
Marie est une amie
17. Here are two books of theirs  
Voici deux livres des leurs
18. Here is your pen and his  
Voici votre plume et la sienne
19. I have his exercise. Have you taken yours?  
J'ai son exercice. Avez-vous pris le votre?
20. A neighbor of ours is here  
Un voisin est ici
21. Let us sing a song  
une chanson
22. The large school is ours  
La grande école est à nous
23. I have written my letter. Has he written his?  
J'ai écrit ma lettre. A-t-il écrit la sienne?
24. He is not giving his, he is giving yours  
Il ne donne pas le sien, il donne le vôtre

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. *l'enfant*
13. \_\_\_\_\_
14. *le mien*
15. *les siennes*
16. \_\_\_\_\_
17. \_\_\_\_\_
18. *des leurs*
19. *la sienne*
20. \_\_\_\_\_
21. \_\_\_\_\_
22. *une chanson*
23. *à nous*
24. \_\_\_\_\_
25. \_\_\_\_\_



Robert. Small <sup>449</sup>

du printemps.  
En automne  
le <sup>derrière</sup> semain  
demanche derri  
le mois derri  
avril derri  
aussi grand que  
si grande que  
plus grande.  
les plus grande  
le moins intere  
ma meilleure  
mes meilleurs  
sa plus belle  
de  
l'homme le plus  
la leur plus  
les meilleurs  
les plus polis  
la même souvent  
mieux que

## F R E N C H

Pages 70-83

1. The book you have is mine.  
Le livre \_\_\_\_\_ vous avez est le mien.
2. The man you have seen is my uncle.  
L'homme \_\_\_\_\_ vous avez vu, est mon oncle.
3. The gentleman who is speaking is the doctor.  
Le monsieur \_\_\_\_\_ parle est le docteur.
4. I have a flower which is very pretty.  
J'ai une fleur \_\_\_\_\_ est très jolie.
5. Return the book to the boy.  
\_\_\_\_\_ au garçon.
6. Answer the letter.  
Repondez \_\_\_\_\_ la lettre.
7. Let us wait for our friends.  
\_\_\_\_\_ nos amis.
8. Do not sell that house.  
\_\_\_\_\_ cette maison.
9. Give me some meat and bread.  
\_\_\_\_\_ viande et pain.
10. He bought some books and one ink.  
Il a acheté \_\_\_\_\_ livres et \_\_\_\_\_ encre.
11. I haven't any ink.  
Je n'ai pas \_\_\_\_\_.
12. I have some good pens.  
J'ai \_\_\_\_\_ bonnes plumes.
13. I like books.  
J'aime \_\_\_\_\_ livres.
14. Do you like flowers?  
Aimez-vous \_\_\_\_\_ fleurs??
15. I have some cream, thank you.  
J'ai \_\_\_\_\_ crème, merci.
16. There were many pupils at school this morning.  
beaucoup d'élèves à l'école ce matin.
17. Give me some paper and ink.  
Donnez-moi \_\_\_\_\_ papier et \_\_\_\_\_ encre.
18. Every child is capricious.  
enfant est capricieux.
19. All children are capricious.  
sont capricieux.
20. Every room in that house is large.  
chambre dans cette maison est grande.
21. All of the rooms in that house are large.  
chambres dans cette maison sont grandes.
22. He worked all morning.  
Il a travaillé \_\_\_\_\_.
23. I spent the whole evening at the theatre.  
J'ai passé \_\_\_\_\_ au théâtre.
24. We spent the whole year in Paris.  
Nous avons passé \_\_\_\_\_ à Paris.
25. All of our friends are here now.  
sont ici maintenant.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_



1. I spent a week in Paris.  
J'ai passé une semaine à Paris.
2. I shall be finished.  
J'irai à la fin.
3. He will listen when you speak.  
Il écouterait quand vous parleriez.
4. There will be many people at the evening party.  
Il y aura beaucoup de monde à la soirée.
5. Will there be many pupils at school tomorrow?  
Y aura-t-il beaucoup d'élèves à l'école demain.
6. How are you my good friend.  
Comment allez-vous mon bon ami.
7. I am well, thank you, and you.  
Je vais bien, merci, et vous.
8. How is John today.  
Comment va Jean aujourd'hui.
9. It will be much better tomorrow.  
Il ira beaucoup mieux demain.
10. He will go when you will have finished your lesson.  
Il ira quand vous aurez fini votre leçon.
11. They are going to the country next year.  
Ils vont à la campagne la semaine prochaine.
12. John was born in June.  
Jean est né en juin.
13. Marie was born in May.  
Marie est née en mai.
14. Jean died in the month of March.  
Jean est mort au mois de mars.
15. John was here a week ago.  
Jean était un il y a huit jours.
16. She has become very ill.  
Elle est devenue très malade.
17. Marie has gone to church.  
Marie est allée à l'église.
18. The child has fallen from the chair.  
L'enfant est tombé de la chaise.
19. How many pupils are there in your class.  
Combien d'élèves y a-t-il dans votre classe.
20. Have you money enough.  
Avez-vous assez d'argent.
21. Give me a little tea if you please.  
Donnez-moi un peu de thé s'il vous plaît.
22. He has more bread than I.  
Il a plus de pain que moi.
23. John has a little sister.  
Jean a une petite sœur.
24. John wishes a little soup.  
Jean veut un peu de soupe.
25. She has received flowers enough.  
Elle a reçu assez de fleurs.

Robert Fowler

FRENCH

100-111

452

1. Here I am.
2. There she is.
3. Here they are.
4. There you are.
5. I am preparing them.
6. She is scolding him.
7. Do you like us?
8. I am not scolding her.
9. Can you speak French?  
parler francais?
10. She can go with us.  
Elle peut avec nous.
11. I am speaking to her now.  
maintenant.
12. We are giving them to the boys.  
aux garçons.
13. We are giving them our flowers.  
nos fleurs.
14. Do you not speak to him?
15. Do you want them?
16. He was here last night.  
Il a été
17. Show me the book.  
le livre.
18. Don't show us the book.  
le livre.
19. Give them to the neighbor.  
au voisin.
20. We always buy them.  
toujours.
21. Scold us but do not scold them.  
Grondez-vous mais
22. Answer them when they speak to you.  
quand ils vous parlent.
23. Give him a gift for his birthday.  
un cadeau pour son anniversaire.
24. Let us give them to the child.  
à l'enfant.
25. Let us sing them a song.  
une chanson.

1. me, ici
2. là, là
3. les, là
4. vous, voilà
5. Je les prépare
6. Elle le gronde
7. Vous aimez-vous
8. Je ne gronde pas
9. Parlez-vous
10. aller
11. Je lui parle
12. nous les donnons
13. nous les donnons
14. Je lui parle pas
15. Je les veux
16. hier soir
17. montre-moi
18. ne me montrez pas
19. donnez-les
20. nous les achetons
21. ne les grondez pas
22. répondez-leur
23. donnez-lui
24. Donnons-les
25. chantons

Robert Gould

453

1. Elle a écrit une  
2. Elle a écrit une  
3. Elle a écrit une  
4. Elle a écrit une  
5. Elle a écrit une  
6. Elle a écrit une  
7. Elle a écrit une  
8. Elle a écrit une  
9. Elle a écrit une  
10. Elle a écrit une  
11. Elle a écrit une  
12. Elle a écrit une  
13. Elle a écrit une  
14. Elle a écrit une  
15. Elle a écrit une  
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1. robe de soie  
2. robe de soie <sup>blanche</sup>  
3. chapelain de <sup>paillé</sup>  
4. montre d'or  
5. table de <sup>ronde</sup> marbre  
6. j'ai recue <sup>vues</sup>  
7. les avez-vous  
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100. les avez-vous

The man de fer (railroad),  
pomme de fer (polati),

Robert Powell

454

1. The first of the three main parts of the book is a history of the development of the theory of the atom. This part is written in a very clear and concise manner, and is well illustrated by diagrams and figures. The second part of the book is a history of the development of the theory of the atom. This part is written in a very clear and concise manner, and is well illustrated by diagrams and figures. The third part of the book is a history of the development of the theory of the atom. This part is written in a very clear and concise manner, and is well illustrated by diagrams and figures.

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Robert Powell

F R E N C H

Pages 153-167

455

- |  |           |
|--|-----------|
| 1. Here are my books and my sister's.<br>Voici mes livres et _____ de ma soeur.            | 1. _____  |
| 2. I have my cane and my brother's.<br>J'ai ma canne et _____ de mon frere.                | 2. _____  |
| 3. This one is better than that one.<br>Celui-ci est meilleur que _____.                   | 3. _____  |
| 4. I have received my flowers and Jane's.<br>J'ai recu mes fleurs et _____ de Jeanne.      | 4. _____  |
| 5. What gloves do you want, these or those?<br>Quels gants voulez-vous, _____ ou ceux-la ? | 5. _____  |
| 6. He is my cousin.<br>_____ mon cousin.   | 6. _____  |
| 7. She is our neighbor.<br>_____ notre voisine.  | 7. _____  |
| 8. Do not take that book. It is mine.<br>Ne prenez pas ce livre. _____ le mien.            | 8. _____  |
| 9. He is the tallest in the class.<br>_____ le plus grand de la classe.                    | 9. _____  |
| 10. It is they who are going.<br>_____ qui vont.   | 10. _____ |
| 11. I know that it is difficult.<br>Je sais que _____ difficile.                           | 11. _____ |
| 12. It is he who is speaking.<br>_____ qui parle.  | 12. _____ |
| 13. What time is it?<br>_____ est-il ?   | 13. _____ |
| 14. It is 5:10.<br>Il est _____.   | 14. _____ |
| 15. It is 6:15.<br>Il est _____.   | 15. _____ |
| 16. It is 7:30.<br>Il est _____.   | 16. _____ |
| 17. It is 7:40.<br>Il est _____.   | 17. _____ |
| 18. It is 5:45.<br>Il est _____.   | 18. _____ |
| 19. It is midnight.<br>Il est _____.   | 19. _____ |
| 20. It is Noon.<br>Il est _____.   | 20. _____ |
| 21. At what time do you go to school?<br>_____ allez-vous a l'ecole ?                      | 21. _____ |
| 22. At what time will you go?<br>_____ irez-vous ?   | 22. _____ |
| 23. We shall leave about 4:25.<br>Nous partirons _____ heures vingt-cinq.                  | 23. _____ |
| 24. She is the richest woman in town.<br>_____ la femme la plus riche en ville.            | 24. _____ |
| 25. We shall go about 5:30.<br>Nous irons _____ cinq heures et demie.                      | 25. _____ |

Robert

456

1. What of the week is it to-day ?  
quel jour de la semaine \_\_\_\_\_ aujourd'hui ?
2. To-day is Tuesday.  
\_\_\_\_\_ mardi.
3. Yesterday was Monday.  
\_\_\_\_\_ lundi.

4. Tomorrow will be \_\_\_\_\_

\_\_\_\_\_

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1. C'est - ce
2. C'est aujourd'hui
3. C'était hier
4. Ce sera demain
5. d'aujourd'hui <sup>huit</sup> en
6. de demain en quinze
7. (dans) en quel mois
8. Je suis né
9. Elle est née
10. J'ai
11. Il avait
12. quel âge
13. elle aura
14. au mois de
15. ce qui
16. ce qui
17. tout ce qui
18. tout ce qui
19. C'est
20. avait
21. elle auraient
22. Ce que
23. est morte
24. aurait été
25. il y a quinze jours

ow what you mean.  
dia tous et les dire.  
lady died on the 5th of March 1940.  
erre 13 5 1940.

Page

457

1. What are you doing ? faites-vous ?

2. What are you doing ?

vous faites ?

3. What is on your desk ?

est sur votre pupitre ?

4. What do you want ?

voulez-vous ?

5. What do you want ?

vous voulez ?

6. What do you think of him ?

que pensez-vous ?

7. I am not thinking of him.

Je ne pense pas

8. Of whom are you thinking ?

pensez-vous ?

9. I am thinking of John.

Je pense Jean.

10. What do you think of John ?

que pensez-vous Jean ?

11. We have seen everything.

Nous avons

12. No one is absent.

absent.

13. Nothing was lost.

était perdu.

14. Where do the children live ?

Où les enfants ?

15. Where are your friends going ?

Où vos amis ?

16. He and I will go.

nous irons.

17. You and he will go.

Vous et lui,

18. They are not at home.

Ils ne sont pas eux.

19. I, I shall

rai.

20. Don't tell him anything.

21. He is giving it to me.

22. He is giving it to you.

23. I shall give them to them.

24. I shall read it (r.) to you.

25. He and I will finish.

Lui et moi,

1. Je

2. Je l'est-à-gue

3. Je l'est-à-gue

4. Je

5. Je l'est-à-gue

6. Je l'est-à-gue

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24. Je l'est-à-gue

25. Je l'est-à-gue



*Exercice*

458

1. Lend it to her.
2. Give it to us.
3. Show them to me.
4. Don't show them to me.
5. Give me some.
6. Are you pleased? I am.  
Etes-vous content?
7. Are you John's sister? I am.  
Etes-vous la sœur de Jean?
8. Are you the neighbor's sons? I am.  
Etes-vous les fils du voisin?
9. Are they happy?  
Est-ce qu'ils sont heureux?
10. Look at the white snow.  
Regardez la neige.
11. What is your name?  
Comment
12. My name is James Smith.
13. Wash yourself.
14. Get up, it is late.  
Lève-toi, il est tard.
15. Let us hurry.
16. She has cut her hair.
17. She has cut her hair.  
le doit.
18. Are you thinking of your friends?  
Pensez-vous à vos amis?
19. I am thinking of them.  
Je pense
20. We have many of them.  
beaucoup.
21. Whom do you wish to see?  
voulez-vous voir?
22. Whom do you wish to see?  
vous voulez voir?
23. I will carry them to you there.
24. I am thinking of them.  
J'y pense.
25. They (f.) have gone to bed.

1. prêtez-le lui
2. donnez-le nous
3. montrez-les-moi
4. ne me les montrez pas
5. donnez-m'en
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- 7.
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- 23.
- 24.
- 25.

Mr. Frankel was our French teacher. I'm not sure that he knew that much French. He also taught various science courses.

460

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**Don't be so open-minded that your  
brains fall out.**

BOB POWELL  
CARBONDALE  
SECONDARY

HISTORY-MAJOR

EDUCATION

Customs Card - Compliments of Your Education Student Council

*As freshmen at PSA, we wore these signs  
around our necks during orientation week.*

*Ex Libris*

*J. Robert Powell  
Room 21 Nettany<sup>29</sup>  
Penn State Univ  
Univ Park, Pa.*

The  
Pennsylvania  
State  
University  
Bulletin

1

BACCALAUREATE

DEGREE PROGRAMS

May 1961

General Catalog Issue

1961 1962

463



THE PENNSYLVANIA STATE UNIVERSITY

FIRE

ACCIDENT

DIAL 110

# STUDENT DIRECTORY 1961-1962







Publication of the Pennsylvania State University, University Park, Pa., May 22, 1962

## Many on PSU Dean's List for Spring Term

A record number of undergraduates at Pennsylvania State University qualified for the dean's list during the spring term, Dr. Robert G. Bernreuter, dean of admissions and registrar, reported Saturday.

The total was 1,432, a sharp increase over the 991 cited for the spring semester a year ago. An average of 3.50 to 4.00 is required.

Names of students from this area who qualified for the dean's list were listed as follows:

Lois S. Adelman, 742 Madison Ave., freshman, liberal arts, 3.50; Anita Kay Argust, 338 N. Sumner Ave., sophomore, secondary education, 3.92; James J. Burzon, 2709 Olyphant Ave., freshman, drafting and design, 4.00; Patrick J. Crowley, 32B Park Gardens, junior, arts and letters, 4.00; Daniel W. Cwynar, 404 Breck St., sophomore, electrical engineering, 3.77; Richard DeSanto, 807 School St., freshman, electrical and electronics, 4.00; Maxine H. Fine, 802 N. Webster Ave., junior, arts and letters, 3.70; William Gianetta, 117 Masters St., freshman, drafting and design, 4.00; William C. Hair, 123 Oswald Ave., freshman, electrical and electronics, 3.50; Linus McDermott, 1814 Monsey Ave., senior, electrical engineering, 3.58; Richard P. Mentz, 214 Reese St., freshman, drafting and design, 4.00; Albert J. Pezzuti, 844 Genet St., freshman, electrical and electronics, 3.58; Dolores R. Remsen, 1828 Monsey Ave., junior, home economics, 3.63; William A. Smith, 1159 Luzerne St., freshman, electrical and electronics, 3.64; Mindelle Steyer, 425 Monroe Ave., junior, arts and letters, 4.00; Angelo A. Zambetti,

1818 Kelle Court, freshman, electrical and electronics, 3.73; all of this city.

Donald P. Repchick, senior, electrical engineering, 3.58; Theresa M. Sardo, sophomore, drafting and design, 4.00; Alexander Solomko, freshman, drafting and design, 4.00; and Alda Z. Toplin, senior, arts and letters, 3.77, all of Throop; John F. Opeka, senior, electrical engineering, 3.50, and Robert Scheerbaum, junior, physics, 4.00, both of Vandling.

Gretchen M. Cramer, junior, elementary and kindergarten, 4.00; Silas R. Powell, freshman, education, 3.58, both of Carbon-dale; Leonora L. Gahn, Clarks Summit, senior, business administration, 3.67; Anthony Selvenis, Dickson City, freshman, drafting and design, 4.00; Frank M. Negvesky, Eynon, freshman, electrical and electronics, 3.75; Ronald

Latensio, Forest City, RD 1, sophomore, metallurgy, 3.60; Judith A. Ceccoli, Jermyn, junior, psychology, 3.75; Robert H. Solomon, freshman, electrical and electronics, 3.55, and Thomas Voloshen, senior, electrical engineering, 3.70, both of Peckville.

Saundra Franceski, senior, secondary education, 3.75, and James E. Matos, sophomore, physics, 3.73, both of Forest City; Bobbie J. Graham, senior, art education, 3.67, and Barry D. Smith, senior, psychology, 3.67, both of Montrose; Marile R. Rounds, New Milford, junior, home economics, 4.00; William F. Lott, South Montrose, freshman, agricultural and biological sciences, 3.67; Lorra Prokopowicz, Susquehanna, senior, mathematics, 3.80; Alice C. Gilpin, South Sterling, junior, arts and letters, 4.00.

David D. McCorkle, freshman, drafting and design, 4.00; David Schenck, sophomore, drafting and design, 4.00, and Gerald C. Schaefer, senior, zoology and entomology, all of Tunkhannock; Joseph R. Roberts, Duryea, senior, arts and letters, 3.54; Michael J. Year, freshman, surveying technology, 3.50, and Frank A. Ziobro, senior, electrical and electronics, 3.58, both of Dupont; Charles Aquilina, sophomore, premedical, 4.00; Charlotte P. Brown, sophomore, elementary and kindergarten, 4.00; Anthony DeAngelo, junior, zoology and entomology, 3.50, and John M. Wnuk, sophomore, drafting and design, 3.64, all of Pittston.

## 41 Students Gain Honors

### Attain Dean's List At Penn State U

Pennsylvania State University has listed 41 area students, including 16 from this city, who have qualified for the dean's list during the spring term. The highest average possible is 4.00.

The students and their averages are: Scranton—Lois S. Adelman, 742 Madison Ave., 3.50; Joan M. Barrett, 1105 N. Main Ave., 3.67; John A. Boccabori, 2130 Farr St., 3.75; Alfred G. Davis, 375 N. Garfield Ave., 4.00; Richard L. DeSanto, 607 School St., 4.00; William R. Giannetta, 117 Masters St., 4.00; Patrick P. Guerrise, 2129 Dorothy St., 3.77; Nancy A. Katz, 448 Colfax Ave., 3.60; Wayne R. Kramer, 2205 Pittston Ave., 3.67; Bernard J. Maopolaki, 3805 Wnfield Ave., 3.75; Richard P. Mentz, 214 Reese St., 3.54; John P. Moran, 1805 Washburn St., 3.75; Robert A. Perugini, 2012 Prospect Ave., 4.00; Richard A. Rydaewski, 1236 Loomis Ave., 3.58; Susan M. Smiley, 804 N. Webster Ave., 4.00; Sandra H. Yaggl, 123 Florida Ave., 3.67.

Lackawanna County—Marie E. Alleo, 200 Park St., Carbondale, 3.55; Maryan S. Milewski Jr., 32 Cottage St., Carbondale, 4.00; Silas R. Powell, Carbondale RD 1, 3.58; Sandy J. Aronsohn, Walton RD 1, 3.55; Irene Hubiak, 1036 Lincoln St., Dickson Cwy., 3.58; William R. Kilmer, Moscow RD 2, 4.00; Samuel J. Stark, 114 Grove St., Moscow, 3.56; Joseph M. Harvichuck, Olyphant RD 1, 3.82; Robert Scheerbaum, 513 Clinton St., Vandling, 4.00.

Susquehanna County—James E. Matos, 607 Susquehanna St., Forest City, 4.00; Darlene L. LaHoda, Great Bend RD 1, 3.70; John D. Scott, Montrose RD 1, 3.58; Charles R. Wood, Nicholson RD 2, 4.00.

Wayne County—Donald J. Rowan, 601 Terrace St., Honesdale, 3.55.

Wyoming County—Earl I. Rosengrant, Factoryville RD 2, 3.50; David D. McCorkle, 106 Franklin Ave., Tunkhannock, 3.64; William J. Harris, Tunkhannock RD 4, 3.58.

Luzerne County—Michael J. Czar, 305 Lincoln St., Dupont, 3.75; Raymond J. Piorkowski, 308 Smith St., Dupont, 3.50; Joseph P. Masavy, 339 Foote Ave., Duryea, 3.80; Eira R. Sernak, 302 Cherry St., Duryea, 4.00; Charles Aquilina, 127 Vine St., Pittston, 3.44; Charlotte P. Brown, Pittston RD 1, 4.00; Anthony B. DeAngelo, 45 Tompkins St., Pittston, 3.64; Robert J. Sincavage, 27 Hill Park Ave., Pittston, 3.75.

## 50 from Region On Dean's List

### 17 at Penn State U. Have Perfect Marks

Seventeen area students at the Pennsylvania State University had perfect 4 averages during the Spring term, announcement of the dean's list disclosed today.

They are among 50 area students named to the dean's list for academic excellence. To qualify, a student must have at least a 3.5 average.

The 17 with perfect averages are: Gretchen M. Cramer, 75 Laurel St., Carbondale; Patrick J. Crowley, Park Gardens; Mindelle Stayer, 425 Monroe Ave.; Robert Scheerbaum, 513 Clinton St., Vandling; Mariles R. Rounds, New Milford; Alice C. Gilpin, South Sterling; Charles Aquilina, 127 Vine St., Pittston, and Charlotte P. Brown, RD 1, Pittston, all students at the main campus.

Also, seven students at the Scranton Center, 1625 Wyoming Ave.; Anthony Selvenis, 813 Carmalt St., Dickson; James J. Furzon, 2709 Olyphant Ave.; Richard DeSanto, 607 School St.; William Giannetta, 117 Masters St.; Richard P. Mentz, 214 Reese St.; Theresa M. Cardo, 529 North St., Throop, and Alexander Solomko, 908 Sanderson St., Throop.

Completing the list are two students from Tunkhannock attending the Wilkes-Barre Center, David D. McCorkle, 106 Franklin Ave., and David Rickembach, 102 West St.

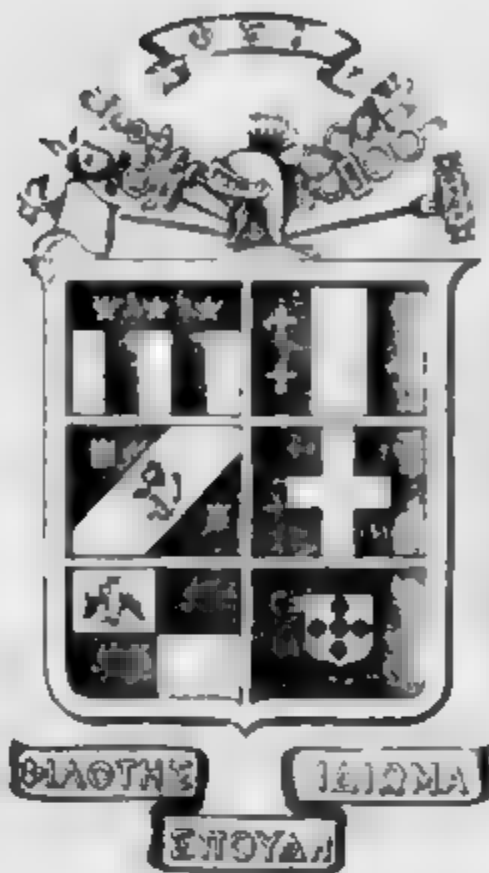
Also named to the Dean's List are: Silas R. Powell, RD 1 Carbondale; Leonora L. Gahn, RD 2 Clark's Summit; Frank M. Negvesky, 178 Handley St., Eymon, a student at Scranton Center; Ronald Lalanision, RD 1 Forest City; Judith A. Ceccoli, Jermyn; Robert H. Solomon, 240 Hickory St., Peckville, a student at Scranton Center; Thomas Voloshen, 735 Crystal St., Peckville; and Lois S. Adelman, 742 Madison Ave.

Also, Anita K. Argust, 338 North Sumner Ave.; Daniel W. Cwynar, 404 Breck St.; Maxine H. Fine, 802 North Webster Ave.; William C. Hair, 123 Oswald Ave., a student at Scranton Center; Linus McDermott, 1614 Monsey Ave.; Albert J. Pezzuti, 344 Genet St., a student at Scranton Center; Dolores R. Remsen, 1626 Monsey Ave.; William A. Smith, 1159 Luzerne St., and Angelo A. Zambetti, 1010 Kolb St., both students at Scranton Center; and Donald P. Repchick, 1154 South Valley Ave., Throop.

Also, Aida Z. Toplin, 670 Sanderson St., Throop; John F. Opeka, 503 Main St., Vandling; Gerald C. Shaefer, Tunkhannock; Michael J. Czar, 305 Lincoln St., Dupont; Frank A. Zioebro, 210 McLean St., Dupont, and John M. Wnuk, 56 Union St., Pittston, students at Wilkes-Barre Center; Joseph R. Roberts, 84 Chittenden St., Duryea; Anthony De Angelo, 45 Tompkins St., Pittston; and Patricia Aquilina, 50 Atherton Ave., Wyoming.

Also, Sandra Franceski, 815 Main St., Forest City; James E. Matos, 607 Susquehanna St., Forest City; Bobbie J. Graham, Chenango St., Montrose; Barry D. Smith, 1 Church St., Montrose; William F. Lott, South Montrose; and Lorra Prokopowicz, 515 Broad Ave., Susquehanna.

FRATERNITAS  
HONORARIA AD



LINGUAS ROMANI  
CAS STUDENDAS

PHI SIGMA IOTA  
HAC CHARITA PROPITECUN  
S ROBERT POWELL

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sedem ad uniu. reip. pennsylvaniensis habet  
secundum nullo lecesque nostras iure ac nre  
die XXII mensis maii ANNO MCMLXIII  
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OMNIA BENEFICIA AC PRIVILEGIA SOCIETATI NOSTRAE  
PERTINENTIA DANTUR ET CONCEDUNTUR - CUIUS REI  
INTESTIMONIUM NOBIS SUBSCRIPSIUS SIGILLUM  
QUE FRATERNITATIS APPOSUITUR -

*Andrea Vorperian* praeses sodalitatis

*Kerne Hayes* scriba sodalitatis

*Beta May Hall* praeses fraternitatis

*Anthony S. Corbiere* scriba fraternitatis

468

HARRY FLOOD BYRD, VA., CHAIRMAN  
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ELIZABETH S. SPRINGER, CHIEF CLERK

# United States Senate

COMMITTEE ON FINANCE

January 20, 1964

S. Robert Powell  
 Alumni Secretary  
 Lambda Chi Alpha  
 Penn State University  
 351 East Fairmount Avenue  
 State College, Pennsylvania

Dear Mr. Powell:

I am enclosing the autographed picture you requested  
 in your recent letter My warmest regards to you.

Sincerely,

*Vince Hartke*  
 Vince Hartke, U.S.S.

Enclosure

469

CARL HAYDEN, ARIZ., CHAIRMAN

RICHARD B. RUSSELL, GA.  
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JOHN STENNIS, MISS.  
JOHN D. PASTORE, R.I.  
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ALAN BIBLE, NEV.  
ROBERT C. BYRD, W. VA.  
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KARL E. MUNDT, S. DAK.  
MARGARET CHASE SMITH, MAINE  
THOMAS H. KUCHEL, CALIF.  
ROMAN L. Hruska, NEBR.  
GORDON ALLOTT, COLO.  
NORRIS COTTON, N.H.  
CLIFFORD P. CASE, N.J.

# United States Senate

COMMITTEE ON APPROPRIATIONS

EVERARD H. SMITH, CLERK  
THOMAS J. SCOTT, ASST. CLERK

January 22, 1964

Mr. S. Robert Powell  
351 East Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

This will acknowledge your recent letter which  
was received on January 17.

Senator Bible is away from the office for a few  
days and is not expected back until the first of next  
week, and for this reason it was not possible to accom-  
modate your request for an autographed picture before  
your rush began.

Should you desire a photograph to be placed in  
your Chapter Room for future uses, please let me know and  
I will bring it to Senator Bible's attention upon his  
return.

Sincerely,

*Jack Carpenter*

JACK CARPENTER  
Administrative Assistant to  
Senator Alan Bible

470



W. S. Stuckey, President

General Office: P. O. Box 301  
Eastman, Georgia, Telephone 374-3481

January 22, 1964

Mr. S. Robert Powell  
Alumni Secretary  
Lambda Chi Alpha Fraternity  
351 East Fairmount Avenue  
State College, Penn.

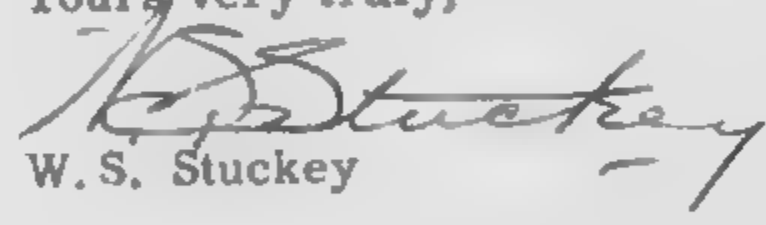
Dear Mr. Powell:

As you requested, I am enclosing an autographed photo of myself. I regret that I was unable to get it there by January 20 but I did not receive your letter until Monday, January 20. Please accept my apology for the delay.

I appreciate your request and if ever you are in the vicinity of Eastman, we extend you a cordial invitation to stop by and visit with us.

Thank you again and with kindest regards, I am

Yours very truly,

  
W. S. Stuckey

WSS:elc  
Encl:





240 NORTH HIGH STREET  
COLUMBUS 16, OHIO

NATIONWIDE MUTUAL INSURANCE COMPANY  
NATIONWIDE MUTUAL FIRE INSURANCE COMPANY  
NATIONWIDE LIFE INSURANCE COMPANY  
NATIONWIDE GENERAL INSURANCE COMPANY

January 31, 1964

Mr. S. Robert Powell  
Lambda Chi Alpha  
351 E. Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

We are sorry that we couldn't meet your January 20 deadline for a photograph of Mr. Lincoln. We are, however, enclosing an autographed photograph and hope it can be an inspiration to the brothers in your chapter.

Because of your interest, we are taking the liberty of sending you, under separate cover, a copy of Mr. Lincoln's biography, Vice President in Charge of Revolution. Perhaps you would like to have this available in your chapter library.

Mr. Lincoln sends his sincere best wishes.

Very truly yours,

Wallace J. Campbell  
Vice President-  
Admin. Asst. to the President

WJC/em  
Enc.



# The Lambda Chi Alpha Fraternity



*Wishes Congratulations*

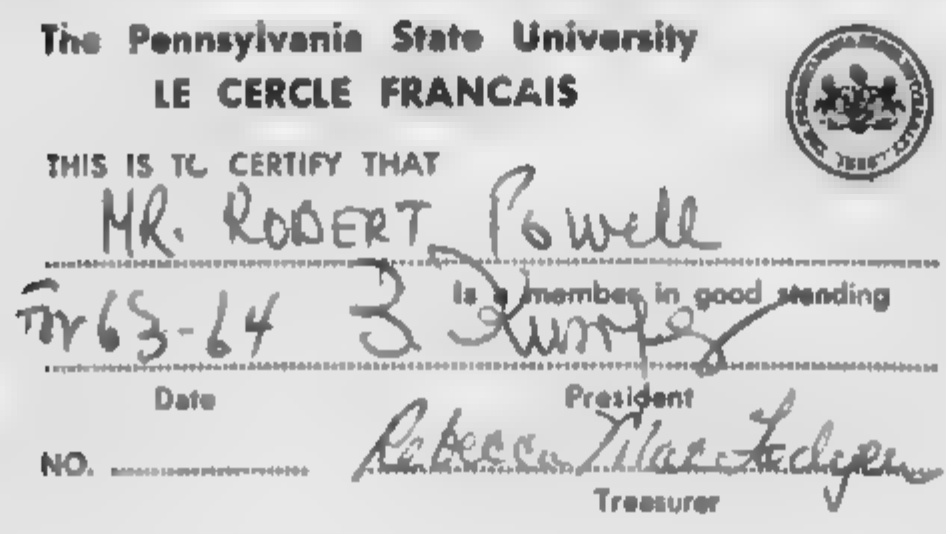
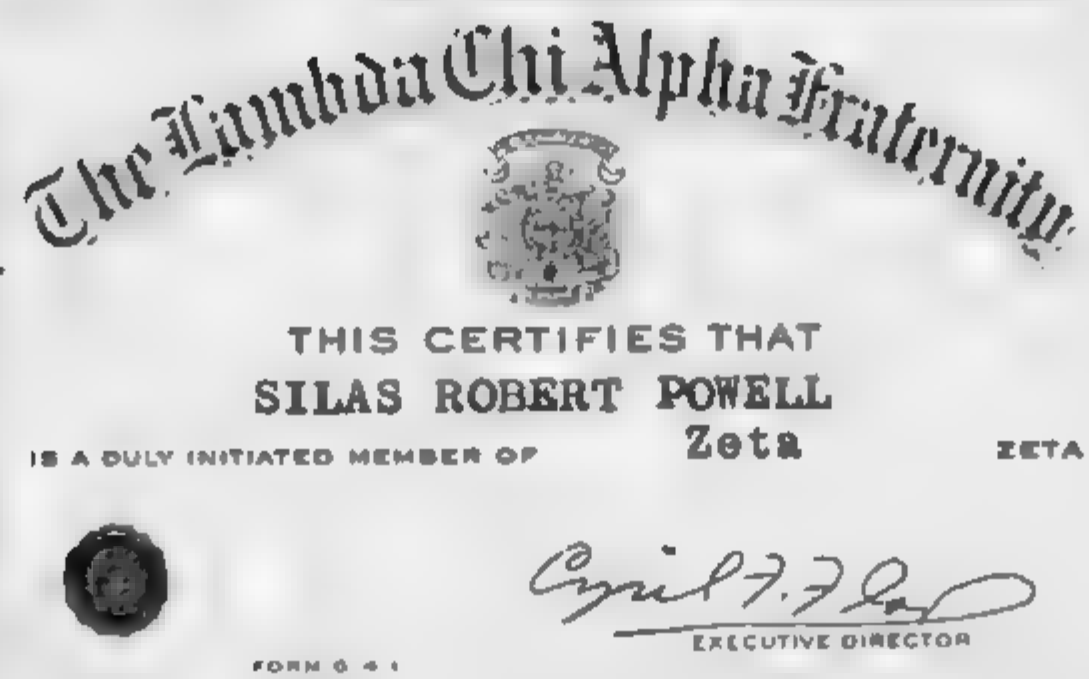
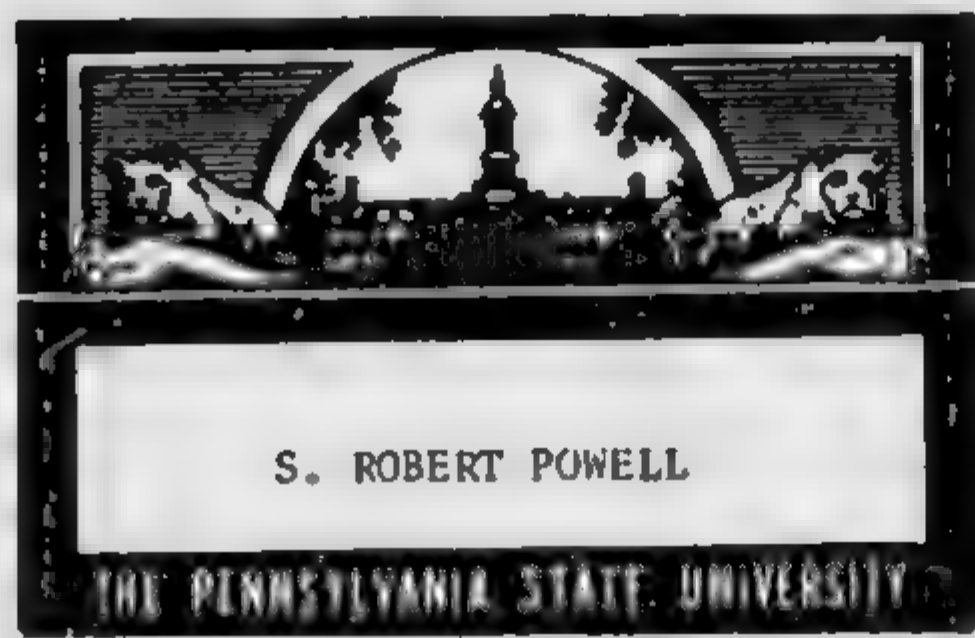
**Silas Robert Howell**

was duly initiated into The Lambda Chi Alpha Fraternity.  
as an active member of Zeta Zeta  
on the sixteenth day of February A.D. 1964.

In Witness Whereof we have hereto affixed our signatures  
and the seal of the Fraternity



Fre. J. Little GWS Leonard J. Dignazio Jr. H.S.  
David J. Johnston GWS J. Bruce, GWS



at one meeting of Le Cercle Francais, I recited  
Jacque Prevert's "A' quoi bon entendre"

10 - Friday, May 14, 1965

## Area News Items



S. ROBERT POWELL

DONALD W. POWELL

RUSSELL T. POWELL

### Three Powell Brothers Win Honors

Three sons of Mr. and Mrs. Walter S. Powell, Carbondale, RD 1, achieved academic distinction during the winter term at Pennsylvania State University.

S. Robert, 21, a senior French major, attained a perfect 4.00 average and earned dean's list recognition.

Donald W., 21, a senior History major, finished the term with an average of 3.50. He also attained the dean's list.

Russell T., 18, a major in the Turfgrass Management Course, compiled an outstanding 3.76 average for the term.

All three brothers graduated from Fell Twp. High School.



S. Robert Powell...  
president



Donald Powell...  
vice president

## Fraternity Honors Powells

Thurs., May 14, 1964—

S. Robert Powell and his twin brother, Donald, sons of Mr. and Mrs. Walter S. Powell, Carbondale RD 1, have been elected to high offices in Zeta Chapter of Lambda Chi Alpha Fraternity at Penn State University.

The twin brothers will be installed at ceremonies at the fraternity house Sunday at 6 p.m.

S. Robert Powell is a junior majoring in French and Russian. Donald, also a junior, is majoring in pre-med.

Lambda Chi Alpha was installed at Penn State in 1912 as the fourth chapter of one of the largest college fraternities which now maintain chapters at more than 150 colleges and universities throughout the United States and Canada.

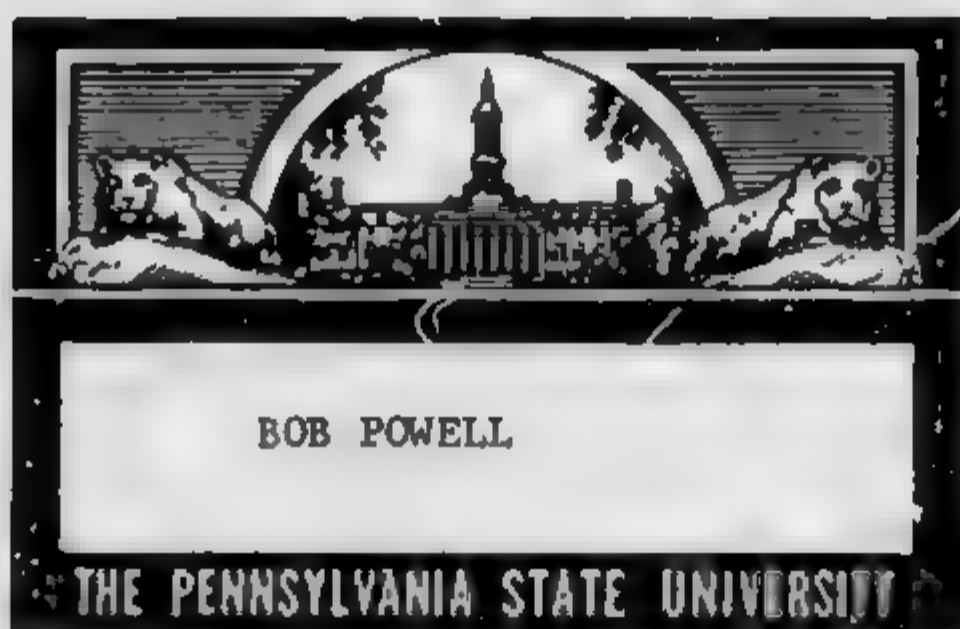
## Six Area Youths Elected to Councils

Six area youths are among the 150 students elected to 11 college councils at Pennsylvania State University, University Park.

Those named are: Trudy M. Cader, 825 Jefferson Ave., and Karen J. Caryl, 1229 Hampton St., this city, both Liberal Arts; James C. Kromer, 106 Hess St., Dalton, Mineral Industries; Donna L. Miller, 107 Yale Blvd., Clarks Green, Home Economics; Donald W. Powell, Falls, RD, Liberal Arts, and Silas R. Powell, Carbondale, RD 1, Education.

The councils sponsor activities of interest to students in the curriculums they represent and promote closer student-faculty relations.

476



JACQUES (Sitting on edge of stage in front of curtain—folded. Spot intensifier. Direct communication with audience.)

Welcome good people, we're glad you're all here  
If you think this skit's modest, you're wrong, I do fear.  
The Battle of Hastings has now become history  
But what went on after is still quite a mystery.  
After most wars, morals drop, I should mention  
And the Battle of Hastings was not an exception.

The first scene takes place in the camp of the French  
When the victorious fellows their thirsts they do quench  
There's William the Conqueror, a proud, hughty male,  
And Chevalier, an officer who's bloated with ale.  
Then Louis, the carmaster we just can't omit  
For the "goodies" he's selling are the kind that submit.

Well, I think that I've taken up enough of your time;  
Thank heavens I'm finished with this damn silly rhyme.  
(Spot fades)

ACT I (Curtain opens. Setting-fire in center; log back right. Jacques moves to fire. Spot onto fire—up lights to include Will looking at map. Louis drinking back stage right with foot on log.)

SCENE I—French Camp  
LOUIS Oh, to be back in France again, polishing up the Oars.  
War is for fools when so much pleasure awaits at home.

(Chev enters Stage left—runs across stage excited! Spots Will and runs back yelling).  
CHEV We cream's 'em, Willy! We cream's 'em! (Starts a take off on Waltz Me Around Again Willy and grabs Will and waltzes around.)

WILL William, to you Sir! Yes, the battle is over but the war has not been won. For now we have a newly conquered land and we must teach them in the style of ol' France.

LOUIS (As moving upstage.) I was just thinking of the same thing, leader! Before me I can see a rich new market. I can restore the economy to France. I will set up my club on the Thames and call it the Boatclub on the River Thames—specializing in British Oars and newly imported Oars.

WILL I can see our thoughts were not the same, but now I must plan the occupation of our new land. Louis, you may do as you please.

LOUIS (Emphasis, projecting into the future.) I can see it now...Louis's Boatclub on the Thames. What a future I see...! Chevalier, what's that old diddy we used to sing in days of peace?

CHEV (Lighting up for being recognized.) You mean Allouetta?

a skit  
that  
we  
in  
AXA  
put  
on  
during  
one  
spring  
week.]



LOUIS        Non, non. The other one. You know, Chev...

CHEV        Louis, you old oar master. (singing) You mean Row,  
Row, Row your boat gently with an oar. Merrily,  
merrily, merrily, merrily, up and down the shore.  
(The two pour another drink—laughter.)

JACQUES     (turns to William.) Doesn't he know that the Thames  
isn't navigable this time of year?

WILL        Navigation isn't their major concern, Jacques. They  
have means of melting the largest iceberg in the human  
race.

MESSENGER (Enters stage left announces that the French Peace  
Corp has arrived. Exit Stage left)

JAC        I thought we were fighting a war. First a boat club  
and now a peace corp. What next?

CHEV        Oh boy! That's all we need around here. A bunch of  
goody, goody finks.

WILL        Gentlemen, think of the value of these dedicated,  
stalwart individuals and the glory they will bring  
to France. (Enter Peace Corps—upstage stage left,  
facing audience—Yvette, Gennieve, Irma, Brigitte)

LOUIS        (to audience) What bringers of Peace!

-Curtain-

SCENE II    Same setting. Gennieve with Chev; Yvette with Will;  
Irma with Louis; Jacques by log.

YVET        Isn't it a little too warm here.

IRMA        Yes, I'm RATHER hot myself.

BRIG        (Enters left with bread and wine) Would anyone care  
for some refreshments? Bread or wine.

WILL        Yes, I would like a piece...of bread.

JAC        (chant and dance) A piece, a piece, a piece of bread  
for my Lord. (Brigitte brings over bread and William  
sings)

WILL        Pass on the bread, I'll take the bread.

LOUIS        How easily are you propositioned?

IRMA        That depends, just what do you mean?

LOUIS        You see, I am going to set up a new business on the  
Thames. I'm going to call it LOUIS' LEFT BANK BOAT  
CLUB. But you can't have a boat without an oar!

IRMA        What is wrong with what's here?



LEVIN There is no credit here. Check for yourself.

IRMA (goes over to girls) OK, girls, check your activity cards. (Girls take out cards)

ALL We're all punched out! (Irma goes to William)

IRMA Put up Sweetie, or we move out—you've no credit left.

WILL (starts speech as Irma goes towards back of stage.)  
Right now we have nothing more to give, but when  
occupation is...(fades out—lights on Gennieve and Chev  
singing Thank Heaven for Little Girls).

CHEV AAH, life is Wine, women and song. Now, Gennieve,  
we have had the wine and song. There is only one thing  
left.

MENDON (Enters left, crosses stage yelling "Cigarettes, cigars,  
birth control pills". Exits Right. Chevalier stops  
her and makes purchase.

CHEV (Leaves with Gen—right. To Audience..) But this isn't  
for you.

IRMA (As she and Will come upstage) Sorry Willie, that's  
not enough. Louis, I'm with you. Let's go girls.  
(Girls gather and exit stage right. Brig stays  
with Will—embrace and kiss) Let's go Brigette.

WILL (exiting right, to audience) Now I know why they  
call him William the Conqueror.

-Scene Ends-

ACT II SCENE I British Camp. Tent back right—fire right of  
center. Darkness—Light onto knight, gradual fade in.  
Knight is standing near fire pouring coffee.

Sounds of pain and agony are heard offstage and a  
wounded serf crawls onstage with a pitchfork protruding  
from rump.

SERF H-help! I'm dying. (more groans)

KNIGHT Zounds! Art thou hurt? (moves cross stage towards serf)

SERF I am sorely wounded and need help. My gluteous maximus  
hath been peirced.

KNIGHT What happened?

SERF I was hiding under a bush when a dastardly Frenchman  
decided to abide to the call of nature, and of all  
bushes, he picked mine. Well, I had to jump up and  
run and he saw me and threw this stick at me.

KNIGHT Cowardly dolt!

SERF Well, if you're so smart, why didn't we win the war?

KNI Because of knaves like thou, varlet; hiding in the bushes.

SERF Ah, I am dying.

KNI Here's an aspirin. In truth they are for headaches, but judging from your intellect, it will probably help you.

SERF (refusing offer) I need a priest. It's too late now. Priest! Priest!

PRIEST (Priest is heard stumbling offstage.) Hark, hark! Hear I a call for my heavenly ministrations? (Priest runs onstage left and trips over his long beads.) Didst I hear someone call for a priest? I'm Friar Jones, Tom Jones, here at your service. Art thou in need of my services?

SERF What the hell does it look like, dolt?

KNI Pay no attention to him, the cowardly serf.

PRIEST Wait, wait! Perhaps he has some recompense upon him for my attentions. (Now, if not before, it becomes evident that the priest has a character not unlike that of the Merchant of Venice.)

PRIEST and KNIGHT search SERF

PRIE Not a shekel

PRIEST and KNIGHT shove SERF over to side (back left) amid groaning of SERF.

Almost immediately more groaning is heard offstage and Harold, son of King Richard, stumbles onstage supported by LOUIS, the French Oar Master.

HAR God save us all. What misery! My father the King is dead and we have lost the war to the sneaking French. I am nearly dead. Some varlet of a Frenchman has chased me all the way from the battlefield and has sorely wounded my royal bod. (holds his posterior) Were it not for this kind gentleman who found me and assisted me, my life would have been lost. (Meanwhile he sits down gingerly and shifts until he finds a comfortable position.—on his stomach maybe)

KNI (to LOUIS) Many thanks to you, kind sir, for saving our sovereign from certain death. How did you happen to be in the vicinity in this time of war?

LOUIS (Put on the spot) Oh...I was wandering and lost.

KNI What is your business in this area?

LOUIS I, well, I am a travelling merchant. M. Louis at your service. I--ah--deal in many... articles of value. (Changes subject) And what is your business kind sir?

KNI I have many land holdings, and thought these have become very wealthy.

PRIEST I, too, have gained much. This cruel war has caused many to beg (and pay) for my ministrations.

LOUIS (to himself) Goody, goody! (chuckles to himself) Then your credit is good. Gentlemen, I have an announcement to make. I have an additional reason for being here. Having a genuine respect and sympathy for a downtrodden and conquered people, I wish to try to assuage your miseries. As you have probably noticed, I am of French derivation. In actuality, I have formed a group of French people who are also sympathetic to your cause. We call ourselves the Peace Corps. I see that you are receptive to the idea.

HAROLD Hold it right there. I do not wish for a group of interfering busybodies and do gooders to interrupt the lives of my subjects.

LOUIS Don't worry, sire. My peace corps is most discreet and also--tres useful.

PRIEST Will this help be in a form beneficial and wholesome for my countrymen?

LOUIS But I assure you, Father, these workers of mine will stimulate your fellow Englishmen and may even help you to overcome some of your inadequacies(Leer). They should be here at any moment.

(Sound of tramping is heard offstage and the Peace Corps marches on left singing their theme song "Row, Row...")

SCENE II Yvette is sitting in doorway. Serf, wounded outside tent with Brigette.

BRIG Don't worry, I'll have you fixed up in no time.

SERF How did you ever get tangled up in this group?

BRIG When war came, there was nothing left at home, so I decided to offer my service for my country and here I am.

SERF But hasn't it been a great physical strain?

BRIG I've always said, anything for peace. (exits left. Friar enters right and goes to Yvette.)

482

PRIEST My dear child, may I have a few moments of your time?

YVET Forget it, Pops, if you're thinking of converting me. Years ago, I was in a convent, but I kicked the habit. (P. Draws back)

IRMA Really! (Draws near again)

YVET But NUN for you. (Enter Irma and LOUIS)

IRMA Really, Yvette, a clergyman, no less.

LOUIS That's what I like—an all around girl. (Enter Genniveve right, Harold, Brigette, and Knight!)

GENNI (Fondling jewels and coins) There's nothing like a Limey to put us oars in finery.

PRIEST Finery!! You seem to be doing quite fine!

IRMA Girls make the most of it. In the morning we head for the Thames.

KNIGHT Well, I want...(Great noise heard offstage—enter French troops left, Will, Chev, and Jacques with chest of many jewels.)

CHEV Genniveve, mon Genniveve, it has been so long.

GENNI Not long enough, fat stuff (Chev hurt)

WILL Girls, see the credit we bring. (Girls go over and inspect jewel chest)

GENNI Blimey! I'd still rather be with my limey! (Other girls agree and walk back to the English)

LOUIS But, William, all is fair in love and war! (French troops, dejected, begin to leave. Enter 4 girls with sign left—Reinforcement—Thames and/or Bust." Elation on faces of men. SONG. Exit.)

### ACT III

Outside Boat club on the Thames. Girls line up and have doves around neck and branches in teeth. Have oars in hands. French and British Enter. Arms around each other.

JACQUES (Elated, to audience) Did you ever see such beautiful oars! (Gets oar and holds out to audience)  
And so we have here a happy ending  
The English and the French befriending  
Each night they meet at the house on the Thames  
To choose their partners, and play their games.  
As for the house, it's quite a success.  
The white dove of peace is the standard dress.

Yes it's true--all's fair in love and war  
Whether it's lands you gain or a well-made car.  
If you've enjoyed our skit, go tell all the others.  
So long from the Zetas' and the Lambda Chi brothers!

(Sits and curls--spot fades.)

APPLAUSE APPLAUSE APPLAUSE APPLAUSE APPLAUSE

THE END

# Penn State Students Begin Ambler, U. Dublin Teaching

Twenty-three associate teachers arrived from the Pennsylvania State University campus this week to begin a ten-week term of intern teaching in the Ambler and Upper Dublin secondary schools.

So that the intern teachers will receive their first professional experience in a situation similar to that which they will encounter in their first permanent positions, they have been assigned to a district that is, for most of them, not close to their homes. As a result, they have been obliged to find their own living accommodations in the neighborhood.

At the close of their experience here they will return to their homes for a brief vacation in such widely scattered localities as Portsmouth, R.I., Somerville N.J., and Pittsburgh.

Seniors at the university, many of the associate teachers will receive their Bachelor of Arts or Bachelor of Science degrees in June. At that time they also will qualify for professional certification as teachers in the schools of the commonwealth.

## Assume Responsibility

Cooperating teachers in Ambler and Upper Dublin assume the major responsibility for professional guidance. Under their supervision, the practice tea-

chers gradually assume the full academic load in the classroom, usually by the last three weeks.

So that the regular classroom teacher can maintain close contact with his students, co-operating teachers observe and evaluate the work of the classroom throughout the session. Moreover, it has been university policy to place associate teachers in a school for only one ten-week period in an academic year.

In addition to receiving assistance from local cooperating teachers, and administrators, the associate teachers are visited regularly by the field supervisor, Forrest R. Enders, Ambler, and by the PSU Area coordinator Heinz Luebke, Roslyn. Subject matter specialists from the campus visit the classes periodically as well. The associate teachers and their cooperating teachers include:

Ambler Junior High School:

associate teacher, Roberts Lennox, with cooperating teacher, Joseph Weaver; Irmgard Lindroth, with Mrs. Dorothy Lewis; Mitzi Milanovich, with Mrs. Elizabeth Wolpert; Edward Palmer with Gerry Zeager and Mr. Purcell.

Shady Grove Junior High: Robert Anslinger, with Mrs. Bobbie Sue Alleman; Ronald Chapman with Miss Arling Kistler; Cheryl McReynolds, with Mrs. Helen Biedsoe; Ken-

Wissahickon Senior High: Karen Cromer, with Mrs. Dorothy Edgar; Heather Maw, with Mrs. Kay Riccobono; Robert Powell, with Miss Marjorie Smith; Harry Weigner, with Arthur Driedger; Gerald Wernovsky, with Louis Capparo. Upper Dublin Senior High: Marianna Alderfer, with Harry Franklin; Robert Leach, with John E. Schwering; Ellen McAneny, with Mrs. Carolnier High School.

Rich; Ronald Panner, with William Ritter; Helen Spiller, with Mrs. Frances Basenberg. Upper Dublin Junior High: Mary Ellen Crumlish, with Mrs. Mary LeVan; Linda Loose, with Miss Louise Utche; Betsy Reiff, with Mrs. Jane Medvetz; David Sauerland, with John Legg; Louise Tragemann, with Mrs. Barbara Newbauer.

Orientation was held Jan. 4, at 9:30 at the Upper Dublin Se-

484



3-4-65

## Town Topics

### St. Anth

A special program will be presented at the March meeting on Monday evening by St. Anthony's Guild in the auditorium of St. Anthony's Church, Forest Ave.

The Rev. Francis J. Litz, C. SS.R. from St. Peter's Church, Philadelphia, will speak on the life, holiness and beatification of Bishop John Neumann. Slides will be used to illustrate his talk at 9:30. Men as well as women are invited to the lecture.

Mrs. Frank Alio, Jr., co-chairman for the theater trip to be sponsored by the guild on Apr. 24 reports that on each of the three busses making the trip a "Queen for the Day" will be awarded a free bus trip with many additional surprise gifts.

Reservations are being handled by Mrs. Ralph Lelli at MI 6-6473 and women who are not members of the guild are invited to make the trip.

The busses will leave at 8:30 a.m. and the day will include time for shopping, a performance of the musical, "Bajour," and dinner.

Penn State student teachers currently associated with Ambler and Upper Dublin schools were among those honored at a reception at the University's Ogontz Campus in Abington last week.

Attending from the local schools were Roberta Lennox, Irmgard Lindmoth, Mitzi Milanovich and Edward Palmer, Ambler Junior High School; Robert Anslinger, Ronald Chapman, Cheryl McReynolds and Kenneth Weidlich, Shady Grove Junior High; Mary Ellen Crumlish, Linda Loose, David Sauerland and Louise Traggeman, Upper Dublin Junior High.

From the senior high schools were Karen Cromer, Heather Maw, Robert Powell, Harry Weigner and Gerald Wernovsky, Wissahickon; Marianna Alderfer, Robert Leach, Ellen McAneny, Ronald Panner, and Helen Spiller, Upper Dublin.



MBLER, PA., JANUARY 21, 1965

## Ambler-Shady Grove

# Teachers Plan Curriculum Meeting

### AMBLER

Tomorrow, Jan. 22, the monthly curriculum meeting for secondary teachers will be held in the Wissahickon High School building at 8:45 a.m. As a result, the school bus schedule will be two hours later than the usual time.

Classes will begin at all three high schools at 10 a.m.

The school welcomes the four Penn State associate teachers in Ambler Junior High: Roberta Lennox, teaching Spanish and English; Ingrid Lindroth in history; Mitzi Milanovich in English and Social Studies, and Edward DD Palmer, Jr., in Industrial Arts.

The present third report period will end Jan. 29 and reports will be issued Feb. 5. Failure notices have been issued to failing and doubtful students.

The winter sports program went into its third week with about 100 students participating.

The wrestling team won its first match in two years of competition by defeating Thomas Williams Junior High School 29-22.

The Junior Historians held their first program meeting in December.

Mrs. Lewis, chapter advisor, announced absence rules concerning excuses and President Joann Goard distributed papers concerning the State Junior Historians.

The program on genealogy was presented by Tina Woolbert, an eighth grader at Ambler Junior High School. A tape recording was heard on genealogy basically on the making of and importance of family trees and ancestral records.

A treasurer report, given by treasure Diana Poos, showed the balance at \$84, with some outstanding dues.

Under a new ruling, every Junior Historians meeting will begin with this Federation Pledge:

"We the members of the Pennsylvania Federation of Junior Historians will work to promote an interest in the history of our beloved commonwealth and our United States. We will labor to apply our education in

such a way that we may work together for the common good.

We will endeavor to remain worthy of our heritage of freedom."

Every member must know the pledge by the next meeting, which will be held in January.

### SHADY GROVE

January 29 marks the end of the third report period. At that time, we will have completed one-half of the school year.

Mr. Walter Krauser, guidance counselor, is administering the Kuder Preference Test to any and all members of the ninth grade that express a desire to take it.

The Kuder Test is an interest inventory designed to show degree of interest in these ten areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service and clerical.

On Jan. 20, Mr. Van de Water took a group of 50 students on a tour of the General Electric Space Research Laboratory, located at King of Prussia. The tour was arranged by

Mr. Yeomans of the G. E. company.

Mr. Yeomans presented a preliminary talk on the history of space travel to 150 students on Jan. 14 in the school auditorium.

The athletic teams are approaching the mid-point of the winter sports season. Mr. Green and the wrestlers are undefeated in two league matches while Miss Beale and the girls' basketball team have won their only game. Mr. Yeanish and the boys' basketball team won their first game of the season last week, after having dropped their first two games.

## Wissahickon High

# College Students Welcomed

By KAREN ROTH

The student body has welcomed five associate teachers from the Pennsylvania State University who will be working in this school for ten weeks. They are participating in the Associate Teacher Training Program.

In the social studies department Mr. Harry Weigner is working with Mr. Arthur Driedger and Mr. Gerald Wernovsky is working with Mr. Louis Caparro. Miss Heather Maw is the associate teacher in the art department, Mrs. Mary Riccobono is chairman.

In the business department, Miss Karen Cromer is the associate with Mrs. Dorothy Edgar. Mr. Robert Powell is

working with Miss Marjorie Smith in French.

The third marking period ends Jan. 28. Report cards will be distributed Feb. 2.

The members of the Forum met Jan. 12. The topic for debate was resolved: That Medical Care for the Aged Be Under Social Security. Speaking for the affirmative were Wayne Slingluff and John French, and David Steklenski spoke for the negative. Steve Sprowles served as moderator.

The same topic will be debated at the district Forum meeting Jan. 21 at Conshohocken High School. The Forum also will present an assembly program later this month.

The date for the Junior-Senior Prom has tentatively been set for April 23.

College boards to be given on March 6 will not be administered at Wissahickon.

The Junior Historians met Jan. 12. Bill Proctor gave a summary of "The Conquest of Mexico" by William Prescott. He described the character of Cortez and the conquest itself.

Mr. Driedger read a paper entitled "The Role of the Min-

isters in the Witchcraft Trials of Massachusetts." The next meeting will be held on February 3.

Mrs. James Mitchell of WD-AS radio station visited Wissahickon on Jan. 15 to audition the Wissahickon Senior High Folk Singers to appear on a radio program Feb. 7. The group sang at the Spruance School for the PTA on Jan. 20. They performed at a private party Jan. 8.

The performers were: Bill McFarland, Mary Jane Robbins, Lana Zettlemoyer, Barbara Noble, Allen Leech, and Linda Maiello.

Future performances include the Strand Theater in Philadelphia on Feb. 13 and Ridge Park Elementary School on Feb. 24.

An invitation is extended to the entire student body to a "Hootenfest" to be held at A. D. Eisenhower Senior High School where the Wissahickon Folk Singers will perform.

The first Wissahickon double-header sports event was held Jan. 15. The wrestling team competed with North Penn and the basketball team competed with Pennridge.

## Area Schools

While Student Teaching

Maple Crest Apartments A-6  
2113 Maple Avenue  
Horsesham, Pennsylvania



Miss Gail Tanager  
358 Simmons  
University Park  
Pennsylvania

489

# THE PENNSYLVANIA STATE UNIVERSITY

101 WILLARD BUILDING  
UNIVERSITY PARK, PENNSYLVANIA, 16802

The Graduate School

February 24, 1965

Area Code 814  
865-6323

Mr. Silas Robert Powell  
R.D. #1  
Carbondale, Pennsylvania

Dear Mr. Powell:

With this letter we are offering admission to you as a student working for the Master of Arts degree in French effective with the Fall Term 1965.

On receipt of the ten dollar fee, preferably check or money order payable to The Pennsylvania State University, we shall send the formal admission papers to you.

Very truly yours,

  
R. E. Tschan  
Assistant Dean

/dlr

490

THE PENNSYLVANIA STATE UNIVERSITY  
ADMISSION FEE FOR THE GRADUATE SCHOOL

Nº 35474

University Park, Pa. .... 3/9 ..... 19.65

Received of *Silas... Robert... Powell* ..... \$10.00  
Richard H. Baker, Bursar

*check - Helen L. Powell*

Per *R. E. Tschan*  
P

The ten dollar admission fee in the Graduate School is sent to the Graduate School Office at the time of the applicant's admission. This fee is made payable to The Pennsylvania State University and is not returnable after admission has been granted.

491

AMBLER-LOWER GWENED-WHITPAIN JOINT SCHOOLS  
Ambler, Pennsylvania

Individual Projects; Pennsylvania State University Associate Teachers

John J. McKenna, Jr.  
Director of Secondary Instruction  
March 11, 1965

The Instruction Booklet for the Pennsylvania State University Program for Associate Teachers includes as an optional assignment the completion of a long-term project. Quoting from the booklet, "The long-term project provides an opportunity for the associate teacher, who has the energy and desire, to contribute something of permanent value to the school in which he is working. It is a demonstration of sincerity of purpose....an expression of mature understandings....a contribution to the school's resources, to knowledge, or to the on-going life of the school and/or community".

Our present group of Associate Teachers took up the challenge of the long-term project, and we felt that it would be beneficial for all members of our faculty and Joint Board to be informed of the contributions made to our schools through these individual projects. Mr. Forrest Linder, Center Supervisor, has provided us with a complete list of the projects as follows:

Miss Millicent Milanovich, Block, Ambler Junior High School, (Mrs. Wolpert, Cooperating Teacher):

Project: A tape of an introduction to poetry for a junior high school class and a careful, dramatic reading of selected poems by many authors. (Miss Milanovich has an effective story-telling technique.)

Mr. Henry Weigner and Mr. Gerald Wernovsky, Social Studies, Wissahickon, (Mr. Driedger and Mr. Caparro, Cooperating Teachers):

Project: An extensive bibliography on 3 x 5 cards and ditto masters listing every book which pertains to United States History found in the Wissahickon library. This file is now available for teacher and student use and is expandable as further additions occur. Development of this bibliography required a search of the entire card catalog.

Miss Cheryl McReynolds, Block, Shady Grove Junior High School, (Mrs. Bledsoe, Cooperating Teacher):

Project: Preparation of a set of ditto masters for supplemental exercises in grammar and usage.

→ Mr. Robert Powell, French, Wissahickon Senior High School, (Miss Smith, Cooperating Teacher):

Project: Development of a unit integrating French music, art and literature. This involved the preparation of tapes keying 19th Century French Romantic Music to a painstakingly assembled collection of French prints (mounted) and literary selections collected in folios.

Mr. Kenneth Weidlich, General Science, Shady Grove Junior High School, (Mr. Yeanish, Cooperating Teacher):

Project: A syllabus for a new biology unit (Mr. Weidlich's special area of interest) for junior high school.

Miss Heather Maw, Art, Wissahickon Senior High School, (Mrs. Riccobono, Cooperating Teacher):

Project: Display material for a unit on home decorating.

Miss Edward Linroan, Social Studies, Ambler Junior High School, (Mrs. Wis, Cooperating Teacher):

Project: A large wall poster for United States History.

Mr. Edward Palmer, Industrial Arts, Ambler Junior High School, (Mr. Zeager, Cooperating Teacher):

Project: Construction of a large movable storage bin on casters for storage of lumber with compartments for various types of wood.

Mr. Robert Anslinger, English, Shady Grove Junior High School, (Mrs. Alleman, Cooperating Teacher):

Project: Construction of a bulletin board for the teachers' dining room at Shady Grove.

The remaining Associate Teachers worked on a handbook of the area. This can prove of assistance to Associate Teachers who might come to this area in the future. It describes the schools, churches, and the community characteristics.



# *My student teaching ended 3/12/1965*

## REPORT OF THE DIRECTOR OF SECONDARY INSTRUCTION

To the Members of the Joint Board:

1. Completion of 1965 Pennsylvania State Associate Teacher Experience: On Friday, March 12, 1965, the thirteen Associate Teachers who have spent the last ten weeks in our secondary schools will say their good-byes to students, teachers and other friends they have made in the community. They will breathe a temporary sigh of relief, make plans to return to campus for the completion of their course requirements for graduation, wait with bated breath for the judgment about the degree of success they achieved during this practice teaching experience, and begin to seek the type of teaching position toward which they have worked and planned. It is our hope that the experiences they have met in our schools have given them a broad and deep background and a realistic viewpoint concerning the problems and challenges of the teaching profession today.

We would like to commend those responsible for the careful, effective planning of the Penn State Associate Teacher Program, particularly Mr. Heinz Luebke, Area Coordinator, and Mr. Forrest Enders, Center Supervisor, whose relationships and cooperation with our school family have been of the highest order. Also to be commended are the thirteen members of our staff who graciously and willingly agreed to serve as cooperating teachers, the members of our administrative staff and those other members of the three school facilities who pitched in to make this as worthwhile an experience as possible for the Associate Teachers.

We all join in extending congratulations to the Associate Teachers themselves for a job well done and in wishing for each of them the wisdom which will enable them to become teachers who can somehow touch the lives of the boys and girls they teach.

When we introduced the Associate Teacher group at the February Board meeting, we stated that there is mutual benefit from their presence in our schools. Many of the benefits accruing to us are of the intangible variety, but one of the specific contributions they have made is the submission of individual projects completed during their stay here and, then, left with our school system as a reflection of their appreciation for the opportunity to work, study and learn here. Document H is a brief summary of these individual projects.

# Missahickon Senior High School

## Honor Award



*This certifies that*

ROBERT POWELL

*has been awarded this certificate for*

*Participation in*

STUDENT TEACHING

**TW**

*Presented this*

12<sup>th</sup>

*day of*

MARCH

1965

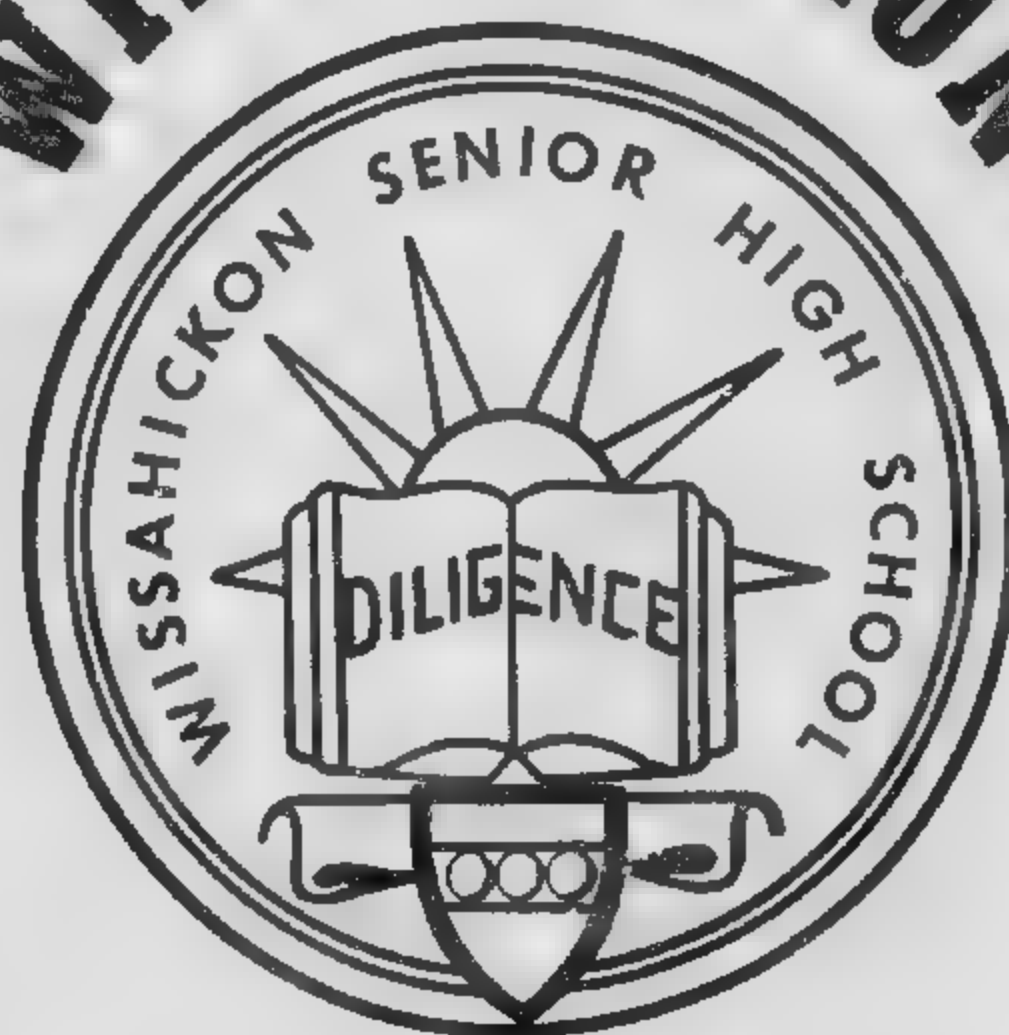
*John J. Kennedy*  
Sponsor

*C. X. Deary*  
Principal

494

**TROJANS**

**WISSAHICKON**



**SENIOR  
HIGH SCHOOL**

496



497

# THE PENNSYLVANIA STATE UNIVERSITY

101 WILLARD BUILDING  
UNIVERSITY PARK, PENNSYLVANIA, 16802

The Graduate School

March 15, 1965

Area Code 814  
865-6323

Mr. Silas Robert Powell  
R. D. # 1  
Carbondale, Pennsylvania

Dear Mr. Powell:

With this letter we are glad to grant admission to the Graduate School to begin studies in the Fall Term 1965, as a student working for the Master of Arts degree with a major in French. Please be sure to have your record sent showing completion of your degree when it will be available so that we can complete our records.

A card authorizing enrollment is enclosed. It carries the student number which has been assigned to you. We are also enclosing a receipt for the ten dollar fee.

Very truly yours,

  
R. E. Tschan  
Assistant Dean

/dla

Enclosures

cc: French

498

S. ROBERT POWELL  
HELEN POWELL 027 408  
R.D. CARBONDALE, PA.

IN ACCOUNT WITH THE FIRST NATIONAL BANK, CARBONDALE, PA.

PLEASE EXAMINE AT ONCE IF NO ERROR IS REPORTED IN TEN DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT

CHECKS	CHECKS	DEPOSITS	NO. OF CHECKS	DATE	THE LAST AMOUNT IN THIS COLUMN IS YOUR BALANCE
		BALANCE FORWARD		MAR 22 65	* 66.05
* 1.50	* 15.00		2	MAR 25 65	* 49.55
* 6.39	* 20.00		4	MAR 26 65	* 23.16
		* 50.00	4	MAR 29 65	* 73.16
* 4.99			5	APR 14 65	* 68.17
* 11.00			6	APR 21 65	* 57.17
* 10.10			7	APR 22 65	* 47.07
* 10.10			8	APR 29 65	* 36.97
* 20.00	* 15.00		10	APR 30 65	* 1.97
* <del>10.00</del>	* <del>10.00</del> EC		10	MAY -4 65	* 1.97
* <del>5.00</del>	* <del>5.00</del> EC		10	MAY 10 65	* 1.97
* .50 SC			10	MAY 11 65	* 1.47
		* 50.00			
* 5.00			11	MAY 12 65	* 46.47
* 5.00			12	MAY 13 65	* 41.47
* 10.00			13	MAY 14 65	* 31.47
* 11.35			14	MAY 17 65	* 20.12
* 2.42	* 15.00		16	MAY 19 65	* 2.70
* .50 SC			16	MAY 25 65	* 2.20
		* 25.00			
* 10.20	* 10.00				
* 5.00			19	MAY 26 65	* 2.00
* 10.00			20	MAY 27 65	* 8.00
		* 20.00	20	MAY 27 65	* 12.00
		* 100.00	20	JUN -1 65	* 112.00
* 15.00			21	JUN -2 65	* 97.00
* 25.00	* 30.00		23	JUN -4 65	* 42.00
* 17.88			24	JUN -9 65	* 24.12
* 10.00			25	JUN 16 65	* 14.12
* 1.15 SC			25	JUN 25 65	* 12.97

KEY  
LST - TOTAL OF SEVERAL CHECKS  
SC - SERVICE CHARGE  
DC - DEPOSIT CORRECTION  
EC - ERROR CORRECTED  
RT - RETURNED ITEM  
OD - OVERDRAFT

All items are credited subject to final payment to this Bank at its own office in cash or solvent credits. This Bank will use due diligence in the selection of collecting agents, but will not be liable in case of their failure or negligence, or for losses in transit. This Bank or collecting agents may send items, directly or indirectly, to any bank, including the drawee or payor; may accept check, draft or credit as conditional payment in lieu of cash and shall not be liable for dishonor of checks or drafts or for reversal of credits so received in payment nor for losses thereon; it may charge back any item at any time before actual final payment, whether returned or not, also any item drawn on this Bank if drawer's account is ascertained to be overdrawn or insufficient on the day of deposit. In collecting bonds or coupons this Bank may charge back amount of Income Tax, if any.





*Gamma Rho*

*of*

*Alpha Phi*

*cordially invites you  
to attend their Lodge Formal  
Saturday evening, April tenth  
Nineteen hundred and sixty-five*

*Dinner at Nittany Lion Inn 6:00 p. m.*

*Formal Party at Himont Lodge,*

*9:00 p. m. 'til 12:30 p. m.*



*Alpha Phi*

501



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20006

DEPARTMENT OF ROMANCE LANGUAGES  
AND LITERATURES

April 19, 1965

Mr. S. Robert Powell  
351 East Fairmount Avenue  
State College, Penna.

Dear Mr. Powell:

The form of fellowship aid we have at present is a number of graduate teaching assistantships, and we should be glad to receive your application for one of these. Under separate cover you will receive the appropriate application forms for admission to the graduate program and a catalogue.

As for the stipend, I can give you only an approximate figure at present, for the value will be fixed later in the month. It will run between \$1900 and \$2300, of which approximately one fourth must be applied toward tuition.

The academic load permissible varies slightly according to circumstances, but nine credit hours per semester of graduate courses is the average. One may register in addition for thesis credit or lower division courses in languages other than the major. The assistant is responsible for six semester hours of teaching per semester or the equivalent.

Please keep in mind that application for admission to graduate programs is a procedure entirely separate from application for graduate assistant or teaching fellowships. To be considered for the latter, you must have been admitted to the relevant program.

I believe other relevant information can be found in the catalogue. If I can be of further service, do not hesitate to call on me.

Sincerely yours,

*John A. Frey*  
John A. Frey  
Acting Chairman

JAF:lm

502-



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20008

DEPARTMENT OF ROMANCE LANGUAGES  
AND LITERATURES

26 April 1965

Mr. Silas Robert Powell  
351 East Fairmount Avenue  
State College, Penna.

Dear Mr. Powell:

The Department of Romance Languages and Literatures is happy to inform you that you have been awarded a Graduate Teaching Assistantship for the academic year 1965-1966. The stipend is worth \$1,215 plus \$935.00 for tuition. You will be required under the terms of this grant to teach 2 courses in the French Language in the Department.

~~I would appreciate hearing from you as soon as~~  
possible as to whether or not you wish to accept this award.

Sincerely yours,

*John A. Frey*  
John A. Frey  
Acting Chairman

JAF:lm

# Carbondale News

Vol. 93, No. 17

12 Pages

CARBONDALE, PA. THURSDAY, APRIL 29, 1965

2 Sections

Price 10¢

Walter S. Powell  
R. D. #1  
Carbondale, Pa.

503

## Powell earns perfect 4.00 at Penn State

Silas R. Powell, Carbondale RD 1, attained a perfect 4.00 average to earn dean's list recognition for the winter term at Pennsylvania State University, University Park.

Donald W. Powell, Carbondale RD 1, and Marie A. Gillette, 116 Fallbrook St., earned dean's list rating with averages of 3.50.

Two Forest City young people also were on the dean's list for the winter term, Joyce Drasler Singer, 131 Martin St., 3.78 average, and William F. Shvitz, 216 Vine St., 3.54 average.

Another area resident, Nelson Bryce Empet, Kingsley RD 1, had a perfect 4.00 average for the winter term.

## Four Young People Attain Dean's List With Two Perfect

Four Carbondale area young people qualified for Dean's list rating during the spring term at Pennsylvania State University.

Two of those, Maryann S. Milewski Jr. of 32 Cottage St. and James E. Matos, 607 Susquehanna St., Forest City, completed the terms with perfect 4.00 averages.

An average of 3.55 was maintained by Marie K. Aileo, 200 Park St., and an average of 3.58 by Silas R. Powell, Carbondale RD 1.

### Four Qualify For Dean's List

Four Carbondale area young people have qualified for dean's list rating during the spring term at Pennsylvania State University.

They include: Maryann S. Milewski, 32 Cottage St., Carbondale, and James E. Matos, 607 Susquehanna St., Forest City, with perfect averages; Marie K. Aileo, 200 Park St., Carbondale, and Silas R. Powell, Carbondale RD 1.

THURSDAY, APRIL 29, 1965

## Powell earns

## perfect 4.00

## at Penn State

Silas R. Powell, Carbondale RD 1, attained a perfect 4.00 average to earn dean's list recognition for the winter term at Pennsylvania State University, University Park.

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Two Forest City young people also were on the dean's list for the winter term, Joyce Lrasler Singer, 131 Martin St., 3.78 average, and William F. Shivitz, 216 Vine St., 3.54 average.

Another area resident, Nelvin Bryce Empet, Kingsley RD 1, had a perfect 4.00 average for the winter term.

## Powell Begins Teaching Work

S. Robert Powell, a Pennsylvania State University senior student, began a 10-week term as a teaching associate on Jan. 4 in the Ambler School District, Ambler, Pa. He is a son of Mr. and Mrs. Walter S. Powell, RDI, Carbondale.

The associate teaching program for prospective teachers is conducted by the Department of Secondary Education of the University with the cooperation of selected schools in the Commonwealth.

During this teaching assignment, Mr. Powell will gradually assume the instructional responsibilities of a cooperating faculty member at the Wissahickon Senior High School in the field of French.



## THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20006

OFFICE OF  
THE DIRECTOR OF ADMISSIONS

May 13, 1965

Mr. Silas Robert Powell  
351 E. Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

Your application for Master's candidacy and your partial credentials have been referred to the Columbian College of Arts and Sciences-Graduate Division. The Dean and the Chairman of the Department have notified this office that upon satisfactory completion of your present program and receipt of your degree from Pennsylvania State University, you will qualify for admission to Master's candidacy in the field of French.

As soon as we receive a supplementary transcript, sent directly to this office by your Registrar, showing your final grades and a statement of the degree conferred, we shall be glad to issue an official letter of admission for the Fall Semester, 1965.

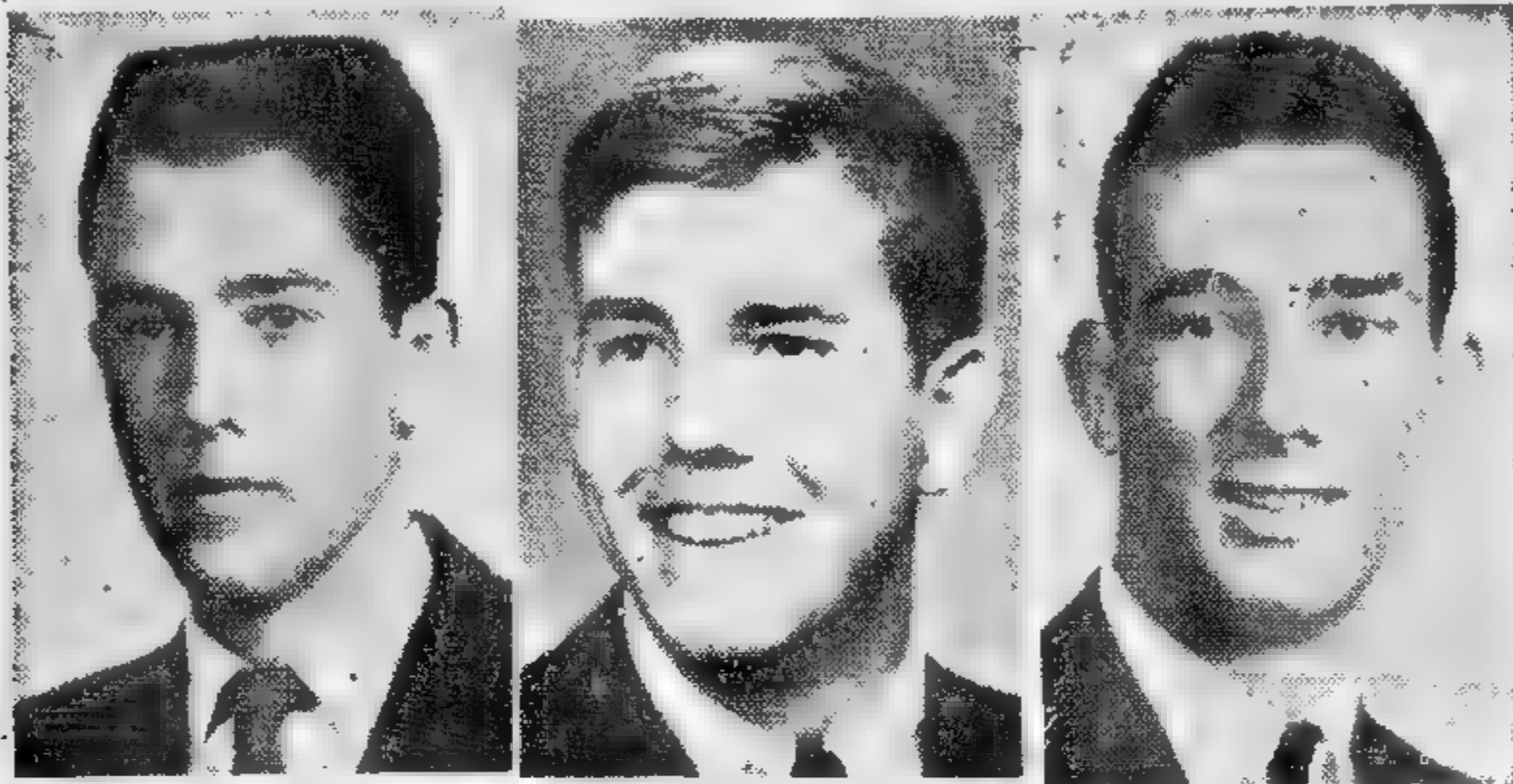
Sincerely yours,

*Joseph Y. Ruth*  
Joseph Y. Ruth  
Director of Admissions

CBG:m1c

*Scranton Tribune May 14, 1965*

## Area News Items



S. ROBERT POWELL

DONALD W. POWELL

RUSSELL T. POWELL

### Three Powell Brothers Win Honors

Three sons of Mr. and Mrs. Walter S. Powell, Carbondale, RD 1, achieved academic distinction during the winter term at Pennsylvania State University.

S. Robert, 21, a senior French major, attained a perfect 4.00 average and earned dean's list recognition.

Donald W., 21, a senior History major, finished the term with an average of 3.50. He also attained the dean's list.

Russell T., 18, a major in the Turfgrass Management Course, compiled an outstanding 3.76 average for the term.

All three brothers graduated from Fell Twp. High School.



507

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS.	GRADING SYSTEM	
ARMY	001	PRIN WAR AM CMPG 1	1.0	C	2.0	A 90-100% 4 GRADE PTS /CR	THE FOLLOWING HAVE NO GRADE PTS INVOLVED  P PASS AU AUDIT H HONORS DF DEFERRED R RESEARCH W WITHDREW  NG-NO GRADE REPORTED  THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS  IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME  ROBERT G. BERNREUTER Dean of Admissions and Registrar
EDSER	010	COLLEGE ORIENT	0.0	P	0.0	B 80-89% 3	
PSY	002	PSYCHOLOGY	3.0	C	6.0	C 70-79% 2	
ENGL	001	COMP AND RHETORIC	3.0	C	6.0	D 60-69% 1	
SOC	001	INTROD SOCIOLOGY	3.0	C	6.0	F 0-59% 0	
TERM AVERAGE			2.00	10.0	20.0		
CUMULATIVE AVERAGE			2.00	10.0	20.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 ED 1 4  
FALL 1961 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA			TERM GRADE REPORT			
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
ARMY	002	PRIN WAR AM CMPG 2	1.0	C	2.0	A 90-100% 4 GRADE PTS /CR B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0  THE FOLLOWING HAVE NO GRADE PTS INVOLVED  P PASS AU AUDIT H HONORS DF DEFERRED R RESEARCH W WITHDREW  NG-NO GRADE REPORTED  THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNREUTER Dean of Admissions and Registrar
FR	001R	ELEM FRENCH	4.0	B	12.0	
HIST	021	U S SINCE 1865	3.0	B	9.0	
MUSIC	005	FUND MUSIC APPREC	3.0	C	6.0	
PH ED	003	HEALTH + PH ED	1.0	A	4.0	
TERM AVERAGE			2.75	12.0	33.0	
CUMULATIVE AVERAGE			2.41	22.0	53.0	

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 ED 02 4  
WINTER 62 UNIVERSITY PARK

PARENT

OFFICE OF THE REGISTRAR			THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS	GRADING SYSTEM	
ARMY	003	ARMY ORGANIZATION	1.0	B	3.0	A 90-100% 4 GRADE PTS /CR	THE FOLLOWING HAVE NO GRADE PTS INVOLVED  P PASS AU AUDIT H HONORS DF DEFERRED R RESEARCH W WITHDREW  NG-NO GRADE REPORTED  THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNREUTER Dean of Admissions and Registrar
FR	002R	ELEM FRENCH	4.0	A	16.0	B 80-89% 3	
PHIL	004	PHIL PRESENT AGE	3.0	A	12.0	C 70-79% 2	
PL SC	003	GOVT + POL MOD SOC	3.0	B	9.0	D 60-69% 1	
PH ED	003	HEALTH + PH ED	1.0	B	3.0	F 0-59% 0	
DEANS LIST TERM AVERAGE			3.58	12.0	43.0		
CUMULATIVE AVERAGE			2.82	34.0	86.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 ED 03 4  
SPRING 62 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR			CREDITS			GRADING SYSTEM	
COURSE	NO.	TITLE		GRADE	GRADE PTS		
ARMY	005	TACTICS	1.0	C	2.0	A 90-100% 4 GRADE PTS / CR B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED: P PASS AU AUDIT H HONORS DF DEFERRED R RESEARCH W WITHDREW NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME. ROBERT G. BERNHEUTER Dean of Admissions and Registrar	
ENGL	003	EXPOSITION	3.0	B	9.0		
FR	030	INTERMED FRENCH	4.0	B	12.0		
MATH	008	ELEM MATH STAT	3.0	B	9.0		
PH ED	003	HEALTH + PH ED	1.0	A	4.0		
TERM AVERAGE			3.00	12.0	36.0		
CUMULATIVE AVERAGE			2.94	49.0	144.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

SECED

04

4

WINTER 63 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR			CREDITS			GRADING SYSTEM	
COURSE	NO.	TITLE		GRADE	GRADE PTS		
ARMY	006	NATIONAL SECURITY	1.0	B	3.0	A 90-100% 4 GRADE PTS / CR B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED: P PASS AU AUDIT H HONORS DF DEFERRED R RESEARCH W WITHDREW NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME. ROBERT G. BERNHEUTER Dean of Admissions and Registrar	
PH SC	008	PHYSICAL SCIENCE	3.0	A	12.0		
EDSER	115	ED IN AM SOCIETY	3.0	A	12.0		
G F S	015	SOCIAL USAGE	1.0	B	3.0		
FR	054	SURVEY IN FR LIT	3.0	B	9.0		
PH ED	004	HEALTH + PH ED	1.0	A	4.0		
DEANS LIST TERM AVERAGE			3.58	12.0	43.0		
CUMULATIVE AVERAGE			3.07	61.0	187.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

SECED

05

4

SPRING 63 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR			CREDITS			GRADING SYSTEM	
COURSE	NO.	TITLE		GRADE	GRADE PTS		
FR	301	ADV GRAM + CONVER	3.0	C	6.0	A 90-100% 4 GRADE PTS / CR B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED: P PASS AU AUDIT H HONORS DF DEFERRED R RESEARCH W WITHDREW NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME. ROBERT G. BERNHEUTER Dean of Admissions and Registrar	
PSY	013	DEVELPM PSYCHOL	3.0	W	0.0		
RUS	001	ELEMENTARY RUSSIAN	3.0	B	9.0		
PH SC	007	PHYSICAL SCIENCE	3.0	A	12.0		
ARMY	004	LAND NAVIGATION	1.0	C	2.0		
TERM AVERAGE			2.90	10.0	29.0		
CUMULATIVE AVERAGE			3.04	71.0	216.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

SECED

06

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FALL 63 UNIVERSITY PARK

PARENT

509

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR		TITLE		CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
COURSE	NO.						
SECE	443	READ PRBL SEC SCHL		3.0	A	12.0	A 90-100% 4 GRADE PTS./CR
FR	302	ADV GRAM + CONVER		3.0	B	9.0	B 80-89% 3 " " "
FR	421	TCHNG ROMANCE LANG		3.0	B	9.0	C 70-79% 2 " " "
RUS	002	ELEMENTARY RUSSIAN		3.0	B	9.0	D 60-69% 1 " " "
							F 0-59% 0 " " "
							THE FOLLOWING HAVE NO GRADE PTS INVOLVED
							P. PASS AU. AUDIT
							H. HONORS DF. DEFERRED
							R. RESEARCH W. WITHDREW
							NO-NO GRADE REPORTED
							THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS.
							IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME.
							ROBERT G. BERNHEUTER
							Dean of Admissions and Registrar
							FORM 56.6
TERM AVERAGE				3.25	12.0	39.0	
CUMULATIVE AVERAGE				3.07	63.0	255.0	
TO THE PARENTS OR GUARDIAN OF (10-1-61)							
HOWELL SILAS ROBERT				7433-61-01		SECE	07 F
R D 1				STUDENT NUMBER		CURR.	TERM COLL.
CARBONDALE PA				WINTER 64 UNIVERSITY PARK		LOCATION	
				TERM PREPARED		PARENT	

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR		TITLE		CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
COURSE	NO.						
EDPSY	014	EDUCATIONAL PSY		3.0	C	6.0	A 90-100% 4 GRADE PTS./CR
FR	311	PHONETICS + CONVER		3.0	D	3.0	B 80-89% 3 " " "
FR	490	ADV COMP + CONVER		3.0	C	6.0	C 70-79% 2 " " "
RUS	003	INTERMED RUSSIAN		3.0	C	6.0	D 60-69% 1 " " "
							F 0-59% 0 " " "
							THE FOLLOWING HAVE NO GRADE PTS INVOLVED
							P. PASS AU. AUDIT
							H. HONORS DF. DEFERRED
							R. RESEARCH W. WITHDREW
							NO-NO GRADE REPORTED
							THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS.
							IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME.
							ROBERT G. BERNHEUTER
							Dean of Admissions and Registrar
							FORM 56.6
WARNING TERM AVERAGE				1.75	12.0	21.0	
CUMULATIVE AVERAGE				2.91	95.0	276.0	
TO THE PARENTS OR GUARDIAN OF (10-1-61)							
HOWELL SILAS ROBERT				7433-61-01		SECE	08 F
R D 1				STUDENT NUMBER		CURR.	TERM COLL.
CARBONDALE PA				SPRING 64 UNIVERSITY PARK		LOCATION	
				TERM PREPARED		PARENT	

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR		TITLE		CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
COURSE	NO.						
ENGL	019	GREAT BOOKS AM LIT		3.0	A	12.0	A 90-100% 4 GRADE PTS./CR
FR	471	PROB IN GR LIT		3.0	B	9.0	B 80-89% 3 " " "
PSY	013	DEVELOP PSYCHOL		3.0	C	6.0	C 70-79% 2 " " "
BI SC	001	BIOLOGICAL SCIENCE		3.0	B	9.0	D 60-69% 1 " " "
							F 0-59% 0 " " "
							THE FOLLOWING HAVE NO GRADE PTS INVOLVED
							P. PASS AU. AUDIT
							H. HONORS DF. DEFERRED
							R. RESEARCH W. WITHDREW
							NO-NO GRADE REPORTED
							THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS.
							IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME.
							ROBERT G. BERNHEUTER
							Dean of Admissions and Registrar
							FORM 56.6
TERM AVERAGE				3.00	12.0	36.0	
CUMULATIVE AVERAGE				2.92	107.0	312.0	
TO THE PARENTS OR GUARDIAN OF (10-1-61)							
HOWELL SILAS ROBERT				7433-61-01		SECE	09 F
R D 1				STUDENT NUMBER		CURR.	TERM COLL.
CARBONDALE PA				SUMMER 64 UNIVERSITY PARK		LOCATION	
				TERM PREPARED		PARENT	

OFFICE OF THE REGISTRAR			THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS.	GRADING SYSTEM	
FR	053	SURVEY IN FR LIT	3.0	B	9.0	A- 90-100% 4 GRADE PTS /CR B- 80-89% 3 C- 70-79% 2 D- 60-69% 1 F- 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS. INVOLVED P- PASS AU- AUDIT R- RESEARCH DF- DEFERRED W- WITHDREW NG- NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNREUTER Dean of Admissions and Registrar	
FR	451	19 CENT FR LIT	3.0	B	9.0		
SPCH	200	EFFECTIVE SPEECH	3.0	B	9.0		
BI SC	002	BIOLOGICAL SCIENCE	3.0	C	6.0		
TERM AVERAGE			2.75	12.0	33.0		
CUMULATIVE AVERAGE			2.90	119.0	345.0	FORM 56.4	

TO THE PARENTS OR GUARDIAN OF

(10-1-61)

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

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FALL 64

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OFFICE OF THE REGISTRAR			THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS.	GRADING SYSTEM	
SECED	331	PRACT STUDNT TCHNG	8.0	A	32.0	A- 90-100% 4 GRADE PTS /CR B- 80-89% 3 C- 70-79% 2 D- 60-69% 1 F- 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS. INVOLVED P- PASS AU- AUDIT R- RESEARCH DF- DEFERRED W- WITHDREW NG- NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNREUTER Dean of Admissions and Registrar	
SECED	389	PROF ORIENT TCHER	2.0	A	8.0		
DEANS LIST TERM AVERAGE			4.00	10.0	40.0		
CUMULATIVE AVERAGE			2.98	129.0	385.0		
						FORM 56.6	

TO THE PARENTS OR GUARDIAN OF

(10-1-61)

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

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WINTER 65

UNIVERSITY PARK

TERM PREPARED

LOCATION

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OFFICE OF THE REGISTRAR			THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS.	GRADING SYSTEM	
ART H	007	MODERN ART	3.0	B	9.0	A- 90-100% 4 GRADE PTS /CR B- 80-89% 3 C- 70-79% 2 D- 60-69% 1 F- 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS. INVOLVED P- PASS AU- AUDIT R- RESEARCH DF- DEFERRED W- WITHDREW NG- NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNREUTER Dean of Admissions and Registrar	
SECED	451	SEC ED IN AMERICA	3.0	A	12.0		
FR	426	RENAISSANCE LIT	3.0	A	12.0		
DEANS LIST TERM AVERAGE			3.67	9.0	33.0		
CUMULATIVE AVERAGE			3.03	138.0	418.0		
						FORM 56.6	

TO THE PARENTS OR GUARDIAN OF

(10-1-61)

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

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STUDENT NUMBER

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SPRING 65

UNIVERSITY PARK

TERM PREPARED

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ADMIT ONE      N<sup>o</sup> 1013

■  
**COMMENCEMENT EXERCISES**  
June 12, 1965

College of Arts and Architecture, College of Business  
Administration, College of Education, College of Health and  
Physical Education, College of the Liberal Arts

**THE PENNSYLVANIA STATE UNIVERSITY**

**Recreation Building**

**7:00 p.m.**

In case of rain, admission by ticket only until 1:50  
when remaining seats will be available to the public.

Reproduced on the following three pages are pages one, three and thirty of the Graduation Booklet for the Commencement Exercises that were held in Beaver Stadium at The Pennsylvania State University on Saturday, June 12, 1965.

At those Commencement Exercises, Silas Robert Powell was awarded the Bachelor of Arts Degree.



COMMENCEMENT

THE PENNSYLVANIA STATE UNIVERSITY

SATURDAY, JUNE 12, 1965

10:30 A.M.

BEAVER STADIUM



## College of Education

The candidates will be presented by  
DEAN ABRAM W. VANDERMEER, M.A., Ph.D.

### BACHELOR OF ARTS

#### ART EDUCATION

Annette Marie Sady, 1 \*  
Joan Marie Skordy, 2  
Barbara Jean Wilson, 3

#### MUSIC EDUCATION

Ronald Dale Livingston, 4

#### REHABILITATION EDUCATION

Rose Lorraine Bittner, 5  
Mary Jane Matthews, 6  
Carol Jean Page, 7

#### SECONDARY EDUCATION

Nancy Lee Ayers, 8  
Siegfried Erich Boettjer, 9

Ronald Lee Chapman, 10  
Arlene Hinda Cohen, 11  
Kathleen Seton Connors, 12  
Maurice James Coyle, 13  
Michael George Daniels, 14  
Miriam Louise Doeblor, 15  
Sandra Lynn Faber, 16  
Warren G. George, 17  
Myrna Hope Goldberg, 18  
Harriet Rachel Israelow Goldner, 19  
Elaine Hekeler, 20  
Joanne Mary Lantosh, 21  
Judith Marian Leitzow, 22  
Edward Vincent MacArthur, 23  
John Joseph Mahon, 24  
Mary Jane Mahoney, 25  
Danny Martin Mitchell, 26  
Gale Sanders Molovinsky, 27  
Antonia Marie Mullen, 28  
Elizabeth Anne O'Shea, 29

Bernice Frances Paradise, 30  
Linda Louise Pavian, 31  
David Harry Perez, 32  
Philip Francis Petrone, 33  
Silas Robert Powell, 35  
Karen Lorraine Ricketts, 36  
Murray Benjamin Rosen, 37  
Joy Sabella, 38  
Suzanne Marley Saxton, 39  
Linda Rose Shannon, 40  
Malcolm Arthur Shreibman, 41  
Michael Kenneth Simmons, 42  
John Wilson Stauffer, 43  
David George Thomas, 44  
Donald LeRoy Tyler, 45  
Joseph Francis Vargo, 46  
Allyn Sue VonNieda, 47  
Joelle Alexis Wallen, 48  
Laurence Carter Wright, 49  
Sandra Lee Zimmerman, 50

### BACHELOR OF SCIENCE

#### ART EDUCATION

Marianna Alderfer, 51  
Margaret Anne Allen, 52  
Sandra Carol Barter, 53  
Francine Gail Bell, 54  
Bettina Gayle Borden, 55  
Virginia Louise Campbell, 56  
Marcia Irene Clauser, 57  
Mary Margaret Council, 58  
Polly Gene Curry, 59  
Kenneth Edward Getschow, II, 60  
Karen Marie Guyton, 61  
Lynn Diane Hall, 62

Pauline Elaine Keister, 63  
Pamela Ann Kern, 64  
Diana Mae Kisinger, 65  
Marjorie Belle Levy, 66  
Mary Jo McCartney, 67  
Thomas Linn McClay, 68  
Theodore Cosmo Mannino, 69  
Marilyn Jean Nielsen, 70  
Karen Sue Oberg, 71  
Mary Abigail O'Donnell, 72  
Irene Carol O'Hara, 73  
Linda Ilene Polfus, 74  
Carol Aileen Ruby, 75  
Muriel Margaret Smith, 76

David Joseph Spearly, 77  
Frank Frederick Steiner, 78  
Bruce James Storm, 79  
Elizabeth Joan Sacca Streater, 80  
Beverly Anne Tuscher, 81  
James Thompson Watts, 82  
Sandra Elaine Wengryn, 83

#### BUSINESS EDUCATION

Doris June Beaver, B.S., *The Pennsylvania State University*, 84  
Lynn Roberta Carson, 85

\* Diploma number.

# PROGRAM

PRESIDENT ERIC ARTHUR WALKER, B.S., S.M., Sc.D., LL.D., L.H.D., Litt.D.

*Presiding*

Prelude—*Fugue in B Minor*  
*Introduction and Toccata*  
*Voluntary for a Festal Occasion*

by J. S. Bach  
 by William Walond  
 by Alan Bush

Academic Processional

by George E. Ceiga

LEONARD F. RAYER, B.Mus., M.Mus., D.S.Mus.  
*Associate Professor of Music*

Invocation

CLIFFORD A. NELSON, B.S., M.S.  
*Coordinator of Religious Affairs*

Welcome

JOHN R. RACKLEY, A.B., A.M., Ph.D.  
*Vice-President for Resident Instruction*

Conferring of Degrees and Presentation of Commissions

Roger W. Rowland  
*President of the Board of Trustees*  
 Eric A. Walker  
*President of the University*

Advanced Degrees  
 Baccalaureate Degrees  
 Commissions  
   U.S. Army  
   U.S. Navy  
   U.S. Air Force  
 Associate Degrees

Presentation of Scholastic Honors

Presentation of Awards

Charge to the Graduates

President Walker

Alma Mater

Words on opposite page

*The audience is asked to join in the singing.*

Benediction

Recessional

*The audience will please remain seated.*

NOTE: The flowers were grown and arranged by the Department of Horticulture.

# THE · PENNSYLVANIA · STATE · UNIVERSITY

BY · AUTHORITY · OF · THE · BOARD · OF · TRUSTEES · AND · UPON  
THE · RECOMMENDATION · OF · THE · FACULTY · AND · OF · THE · SENATE  
HEREBY · CONFERS · UPON

SILAS · ROBERT · POWELL

THE · DEGREE · OF

BACHELOR · OF · ARTS

IN · TESTIMONY · WHEREOF · THE · UNDERSIGNED · HAVE · SUBSCRIBED  
THEIR · NAMES · AND · AFFIXED · THE · SEAL · OF · THE · UNIVERSITY · THIS  
TWELFTH · DAY · OF · JUNE · A · D · 1965

*Robert W. Pauls*  
PRESIDENT OF THE BOARD OF TRUSTEES



*Eric A. Walker*  
PRESIDENT OF THE UNIVERSITY

*Al W. Vandermeer*  
DEAN

517

---

**Don't wait for someone else to  
make your life terrific. That's  
your job.**

## TERM PAPERS AND REPORTS

(written by S. Robert Powell, while a student at the Pennsylvania State University, University Park, PA)

1. "Viruses"; December 3, 1963; written for a class taught by Dr. Taylor
2. " $F = G \frac{M M^1}{D^2}$ "; written for a class taught by Dr. Taylor
3. Paper on Chapter IX, Russian 3, Spring 1964, taught by Mrs. Karitanoff
4. "Gaëton Picon"; August 14, 1964; written for French 471, taught by Dr. Le Sage  
 "Henri Beyle"; August 24, 1964; written for French 471, taught by Dr. Le Sage
5. "Crossing Brooklyn Ferry"; August 26, 1964; written for English 19, taught by Dr. Byrne  
 "The Sun Also Rises"; August 26, 1964; written for English 19, taught by Dr. Byrne (this is a quiz taken in class)
6. Notes for French 426, Spring 1965, taught by Dr. Bundy:  
 "François Rabelais"  
 "Jean Calvin/Maurice Scève"  
 "Mellin de Saint-Gelais/Antoine Heroët/La Fléiade/Défense et illustration de la langue française"  
 "Clément Marot"
7. French 426, Spring 1965, Midterm Examination

*good studies*

93

519

VIRUSES

S. Robert Powell

Section 1, Dr. Taylor

December 3, 1963

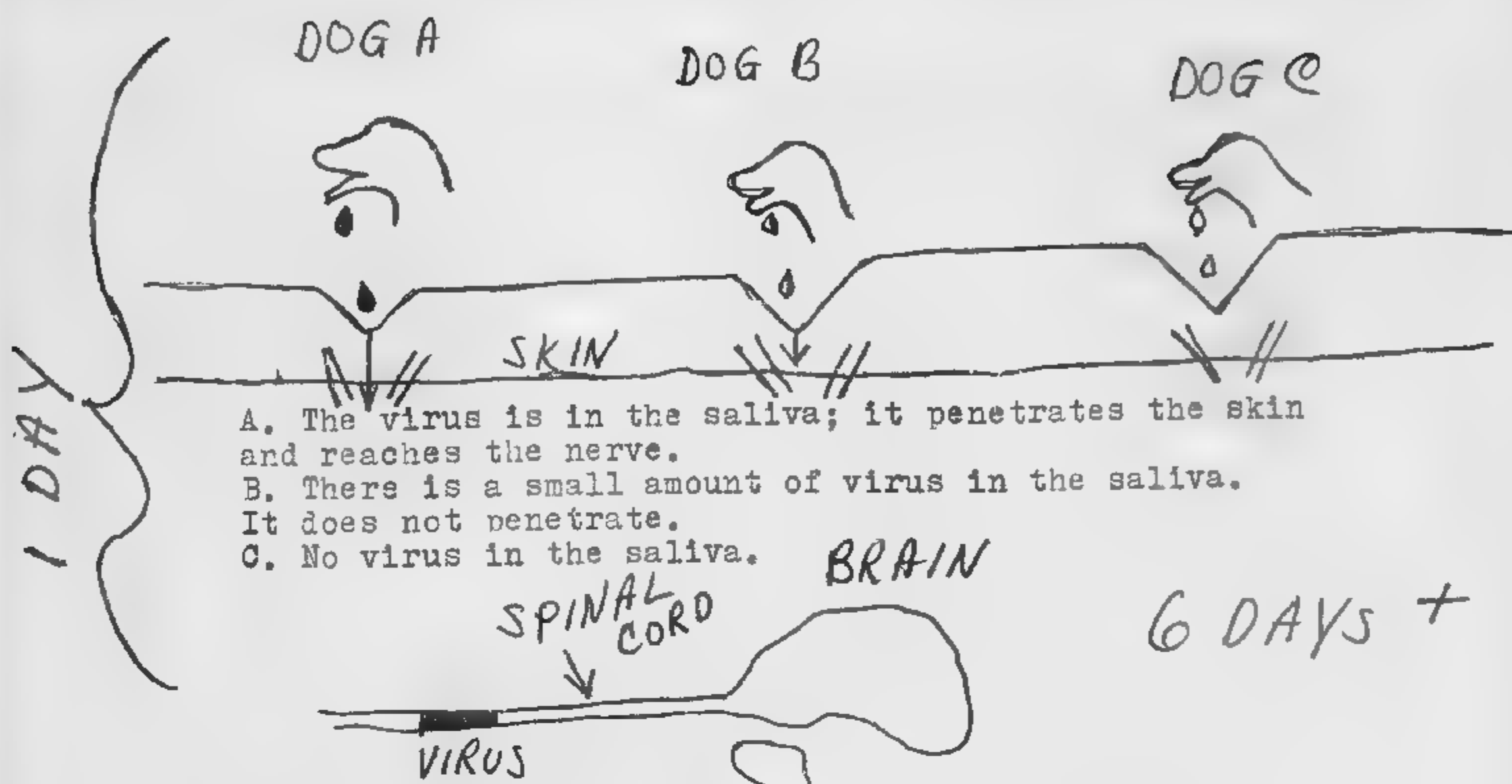
PREFACE

In this paper I will discuss viruses in general and rabies specifically. I have presented the material in a manner that I feel covers viruses in general but still supplies the essential details of a very specific kind of virus, i. e. rabies virus. One point about the bibliography. Since the footnotes are listed in the back of the paper, I feel that it won't be necessary to make a bibliography because they would be practically identical.



" A dog comes down the street, running crazily this way and that, bumping into objects as though blind or dazed, frothing at the mouth, snapping viciously yet aimlessly at man, beast, stick, or stone. Only a short moment ago he was a seemingly normal pet. Now he cannot be controlled or quieted; he does not recognize his friends, will not eat or drink, but runs continuously about, uttering sharp cries of pain. Perhaps within a few hours the cries become hoarse and weak, activity diminishes, convulsions seize the animal, and presently he is dead. This spectacle from time immemorial has brought forth the terrified cry, 'Mad dog!' "1

This pathetic creature has reached the final stages of its unsuccessful struggle against the rabies virus. What happens in the tissues of rabid animals which causes the disease? Infection with rabies is usually a changing rather than a static series of phenomena. The virus moves into the tissues and the tissues in turn, respond. When the virus moves into the tissues the animal has been infected.



The virus has entered the cord at nerve seat of wounded area.



The virus spreads throughout the cord and reaches the brain.



Virus spreads throughout cord and brain. Virus in salivary glands and saliva.

Animal shows early signs of rabies- 12 days†  
 Animal shows typical signs of rabies-14 days†  
 Animal dies of rabies- 16 days.†

Disease producing agents, most of which are so small they cannot be seen, even with the aid of the best compound microscopes and most of which pass through a filter that will hold bacteria back are known as viruses.

All viruses are strict parasites. They multiply or increase in concentration only in certain living tissues. Furthermore they are extremely specific and develop only in one kind, or rarely a few kinds, of tissue. Viruses vary greatly in size, but most of the different kinds recognized are ultramicroscopic. Some of the smallest are about eight to twelve millimicrons in size.

In general the agencies that will kill or inhibit the activities and growth of bacteria will have the same effects on viruses, but some viruses are more resistant to adverse conditions than some bacteria.

One theory says that viruses are nucleoproteins which, when placed in contact with susceptible healthy cells of the appropriate kind, cause these cells to become diseased and also to produce more nucleoproteins similar to that of the original virus. Thus the inoculation of small quantities of the causative nucleoproteins would cause a progressive disease and

would lead to the production of a relatively large quantity of the infective agent. That is, the virus would apparently grow or multiply in spite of its being an inanimate substance having no cell structure.

*Depends on your criterion.*

If this theory can be accepted without reservation it be demonstrated that the nucleoprotein preparations separated from infective material are both chemically pure and sterile, i.e., free from all living cells."<sup>2</sup>

The second principal theory concerning the nature of viruses is the older of the two worthy of serious consideration. This theory states that viruses are living cells which are strictly parasitic and are much smaller than bacteria. It is based in part on the fact that viruses respond much like living cells to many adverse physical and chemical agents. They can, for example, be killed or inactivated by heat, ultraviolet light, and certain disinfectants. Another fact that is used to support this theory is that viruses are particulate, and that particles vary considerably with different viruses. A third basis for this belief lies in the fact that viruses multiply. We can assume from the above information that some viruses are small living, strictly parasitic cells, and that others are inanimate high molecular weight proteins that are capable of causing susceptible living cells to become abnormal and to produce more of the high molecular weight protein.

The changes that are brought about in the body of man and animals by the presence of the rabies virus are remarkable. The tissues and organs, even the brain and spinal cord appear normal except, perhaps for some slight congestion of the blood vessels. When these tissues and organs are studied under the microscope they show lesions confined chiefly to the central nervous system. These are divided into lesions associated with all neurotropic viruses and lesions specific to rabies. "Common to neurotropic viruses are the "Babes nodules," foci of leucocytes near or about a blood vessel and usually engulfing a few damaged nerve cells. There may be a general though sparse accumulation of leucocytes about the blood vessels or beneath the pia; blood vessels themselves may be slightly engorged. Present in rabies, equine encephalomyelitis, and perhaps other neurotropic infections are the "nodules of Van Gehuchten," damaged nerve cells in spinal, sympathetic, and cranial nerve ganglia surrounded and engulfed by leucocytes which form nodules. Scattered nerve cells throughout the brain may show signs of degeneration. The one outstanding and specific lesion in rabies is the Negri body. They are described as rounded formations occurring exclusively in the cytoplasm of nerve cells. The entire Negri body is a reaction product of the cell to the invisible virus."<sup>3</sup>

Rabies principally affects canines, although man is also susceptible to the malady, which is always communicated through bites from a preceeding case. Rabies had been known and described for several centuries prior to the beginning of the christian era, and from the earliest dawn of history it has been feared and dreaded. All experience, both scientific and practical, shows that rabies is transmitted only by animals that are actually diseased at the time the bite is inflicted.

"Rabies is an infectious disease involving the nervous system and characterized by extreme excitability and nervous disorders and practically always terminating in death. The causative agent belongs to the ever growing group of filtrable viruses. The saliva contains the virus, which under natural conditions is introduced under the skin by the tooth of the infected animal. Everything bitten does not necessarily develop the disease; the percentage of fatalities averaging from 25 to 30 percent. Whether or not the disease develops depends on the location and size of the wound, as well as the amount of bleeding produced, and various other conditions. In general, the nearer the bite is located to the central nervous system and the deeper the wound inflicted the greater the danger of a fatal result."<sup>4</sup>

Heavy bleeding of the wound is good. When the blood flows freely from the wound there is a good chance that the virus will be washed out and the subsequent danger of the disease will disappear.

After the virus is in the wound it remains dormant for an extremely variable period of time. The length of this period of time depends on the size and the depth and the location of the wound plus the quantity of virulent saliva introduced. It has been shown in experiments that the virus follows the course of the nerves to the spinal cord and along the spinal cord to the brain before the symptoms appear.

If infection of the suspected animal is established, vaccination of the person who was bitten should be begun. This vaccine is one of the contributions of Pasteur. It consists of the spinal cords of rabbits which have been inoculated with the virus. Cord which has been dried for 6 to 8 days is used for the first few injections because it contains the weakest virus to be used. The stronger virus from cords dried for a shorter period of time are used for the following injections. The vaccine is given daily for about three weeks. Another type of a vaccine requires the use of virulent viruses; very small amounts of virus injected at first followed by a progressive increase in amount.

The case rate for human beings is low, partly because the vaccination of persons is effective. In some countries infection of man with rabies no longer occurs because the regulations governing the importation and supervision of dogs are strict and effectively enforced.



In the United States, vaccination of dogs, together with suitable restrictions of their movements would serve to reduce the number of incidents of rabies in both man and animal. If strict enforcement were carried out ~~then~~ we wouldn't read such things as the following in our newspapers," The current border jumping problem began Labor Day, when one rabid dog bit a man and a child. It built up gradually. Imperial county was quarantined in November. Any animal not on a leash became open prey. The first day 40 dogs and 20 cats were shot. "They've gone crazy," complained one man. My wife screamed, "Don't shoot!" but they shot our Laborador retriever four times, right in front of the kids."<sup>5</sup> This last paragraph sums up the sentiments of the whole problem. We must eliminate this problem from our society. We must wipe out rabies completely. This virus, one of the tiniest and most elusive, must be completely wiped out.

FOOTNOTES

1. Rabies, L.T. Webster, The Rockerfeller Institute for Medical Research, New York, 1942.

1B Rabies, L.T. Webster

2. General and Applied Microbiology, Sarler, Frazier, Wilson and Knight, Department of Bacteriology, University of Wisconsin.

3. The Virus of Rabies, I.A. Galloway, Cambridge, England, 1936.

4. Diseases of Animals, United States Department of Agriculture, 1943, Atkinson.

5. Time Magazine, January 18, 1960

Books consulted but not specifically quoted:

1. The Nature of Virus Multiplication, Oxford University

2. Rabies, Methods of Laboratory Diagnosis, United States Department of Health, Education, and Welfare.

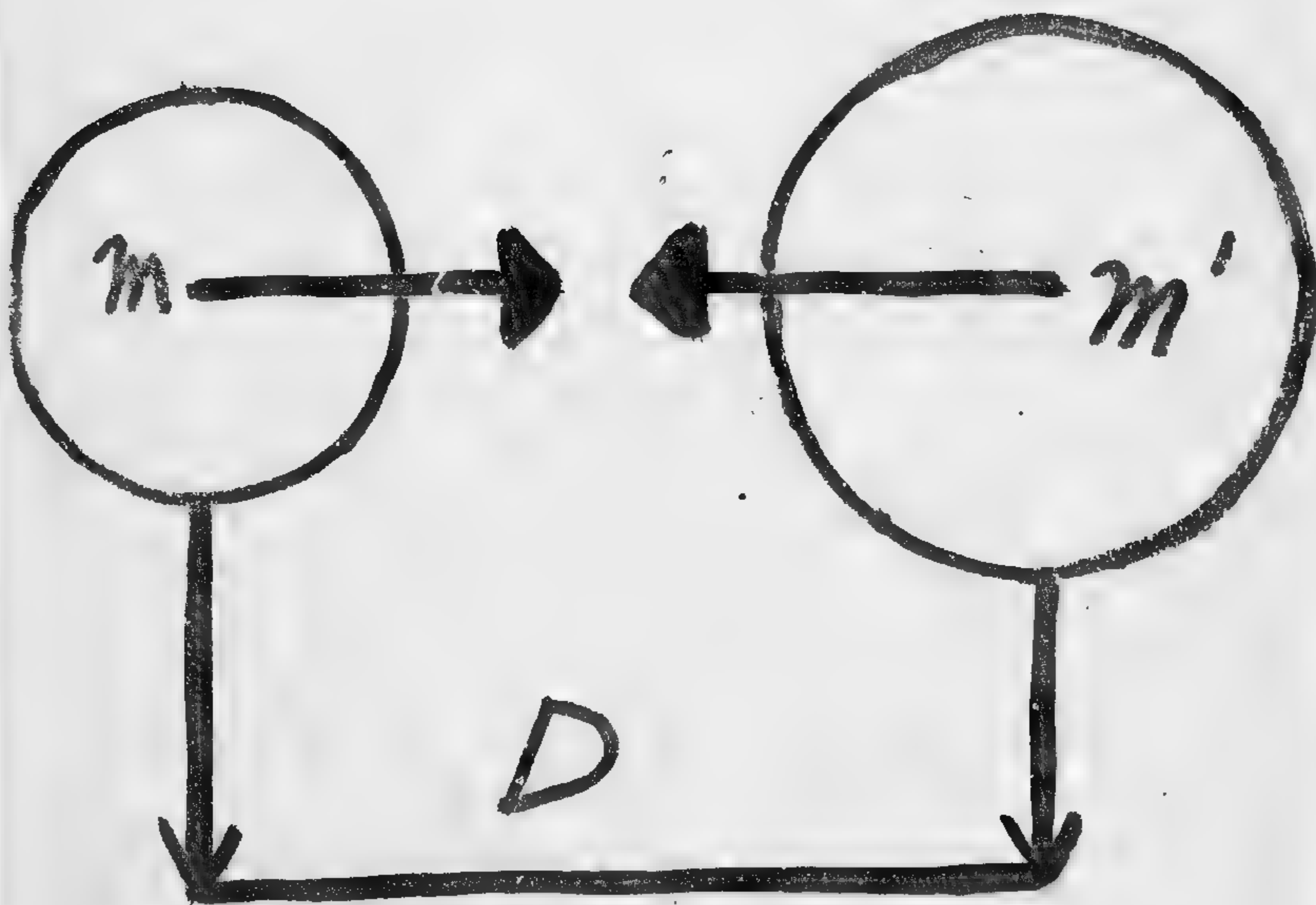
3. McKendrick, A.G., Reports of the Pasteur Institute.

4. Shortt, Malone, Craghead, and McGuire, An Investigation into the Immunizing value of Fixed Virus.

92

30

An interesting presentation.  
Too many spelling errors.



$$F = G \frac{m m'}{D^2}$$

Preface

In this paper I will attempt to illustrate the relationship between modern science and modern society. In following the general idea of originality I have presented my material in the form of a meeting of community leaders. The speakers express there views and sometimes offer solutions for the future. It is my sincere hope that the relationship, in all its aspects, is conveyed to the reader. The relationship I have presented may not be the generally thought of relationship, but it is the one I wanted to convey. Let us now listen to what the community leaders have to say.

*Submitted by:*

*S Robert Powell*

*Section 1*

*Dr. Baylor*

Chairman: Good evening ladies and gentlemen. This meeting will now come to order. The purpose of this meeting is to discuss the position taken last week by the "Times" concerning science and modern society. I have asked you here tonight because I feel that you represent a cross-section of the community opinion. The "Times" editorial said in essence, that our modern society is relatively uninfluenced by science.

Mother: This statement is sheer nonsense. How could this statement possibly be <sup>ap</sup>ture. When we look around us we see so many things that science has done for the homemaker. Just look at our modern homes, and especially our kitchens. We have ovens that cook food in minutes instead of hours. We push buttons and our stoves are ready to cook on in seconds. We have refrigerators and freezers that preserve food for indefinite periods of time. Our modern homes are heated with gas and oil. Our modern homes are filled with devices that have changed our society and its ways immensely in the last fifty years.

Minister: From the religious viewpoint I see that in religion and science there is an essential connection between the vitality of religion and science and the vitality and fellowship inspiring churches and universities and an equally essential connection between these and the vitality of the societies in which they exist. We have not been faithful to the vision given to us in the seventeenth and eighteenth centuries. We have not kept our principles alive to meet the new problems with which our very ~~potentially~~ success has confronted us. When St. Peter in the Gospel story found himself beginning to sink in the water, he wasn't told that he had been a fool to come out of the boat; that he had

better stayed safe with the other less adventurous disciples. I believe that our plight is the same. The unity which was to keep men together could not be a unity of accepted formulae but the unity of a common life of fellowship. This unity of spirit and fellowship has been largely destroyed with disastrous consequences in our modern scientific world.

Sociologist: Lets closely examine our scientific society and in particular the effect upon it by the scientific revolution. The main issue is that people (society) in the industrialized countries<sup>if</sup> are getting richer and those in the non-industrialized countries are at best standing still; so that the gap between the industrialized countries and the rest is widening every day. On the world scale this is the gap between the rich and the poor. This disparity between the rich and the poor has been noticed. It has been noticed most acutely, and not unnaturally by the poor. Just because they have noticed it, it won't last for long. Whatever in the world we know survives to the year 2,000, that won't once the trick of getting rich is known, and it now is. The world can't survive half rich and half poor. It's just not on.<sup>?</sup> During all human history change has been very slow. So slow, that it would pass unnoticed in one person's lifetime. That is no longer so. The rate of change has increased so much that our imagination can't keep up with it. There is bound to be more social change affecting more people in the next decade than in any before. In the poor countries the people have caught on to this concept. Men are no longer prepared to wait for periods longer than one person's lifetime. This revolution has brought

into society a new form of power, economic power. For the control and management of men has become a powerful instrument of production. Modern industry is oligarchial and monarchial not democratic. Industrialism has introduced a new division into society; the division between those who manage, organize and take responsibility and those who are managed, and organized and have responsibility taken away from them. A modern industrial society with a democratic government and an oligarchially controlled system of production is a house divided against itself and also a product of the scientific revolution.

Educator: Science has an effect on our education also. Take the modern chemist for example. He is likely to be weak in zoology, weaker still in his general knowledge of Elizabethan drama and completely ignorant of the rhymes in English versification. Effective knowledge is professionalized knowledge, supported by a restricted acquaintance with useful subjects subservient to it. This situation has its dangers. It produces minds in a groove. Each profession makes progress but this progress is in its own groove. The groove prevents straying across country and the abstraction abstracts from something to which no further attention is paid. The dangers arising from this aspect of professionalism are great, particularly in our democratic societies. The directive force of reason is weakened. The leading intellects lack balance. They see this set of <sup>sp.</sup> circumstances or that set, but not both sets together. The task of coordination is left to those who either lack the force or the character to succeed in some career. In short, the specialized functions of the community are performed better and more progressively, but the



Do you agree?

generalized direction lacks vision. The progressiveness in detail only adds to the danger produced by the feebleness of coordinations. The point is that the discoveries of the nineteenth century were in the direction of professionalism, so that we are left with no expansion of wisdom and with greater need for it.

Politician: The scientist engaged in the task of acquiring knowledge of a particular situation is not concerned with the use which may be made of that knowledge; and in that sense is science divorced from politics. But the knowledge which science places at the disposal of the community cannot itself be divorced from politics, since it inevitably becomes a means of attaining practical political ends; and no man (least of all the scientist himself, as a responsible member of the community) can afford to be indifferent to the practical political ends which scientific knowledge is used to promote. Modern science has indeed affected in a rather unfavorable way these practical political ends.

Historian: Let us compare society before and after the scientific revolution. We started as a simple society animated by a common spirit. The free associations which grew out of it, whether churches or colleges, could be free without losing sense of direction or aim. They were so immersed in the community, so imbued with its spirit, that it never occurred to them to ask, as men do nowadays; What is our aim? Where are we going? Contrast that with our modern scientific society, huge, heterogenous, in-

tricate, built over with walls of <sup>SP</sup>misunderstanding across which  
 men cannot see each other, through which they hear not there  
 brothers' voice but only "voices prophesying war." Even the  
<sup>SP</sup>churches who business it is to aid God's purpose in redeeming  
 the world and to proclaim good news to every creature, have lost  
 their <sup>SP</sup>nerve, and we hear Christians talking of the church <sup>SP</sup>returning  
 to the Catacombs and leaving the pagan world to its fate. The  
 original simple unity of society has been disintegrated by the  
 effects of industrialism and science and a disintegrated society  
 lacks the unity of common life which automatically but unconsciously  
 integrated the free associations with the community. To restore  
 the essential conditions from which the great adventure took its  
 start a double task of integration is necessary. The free assoc-  
 iations have to be integrated with the community which has to  
 be integrated in order to again become really a community. The  
 great adventure is at an end unless we can re-create the conditions  
 which first made it possible, unless we can heal the divisions in  
 our scientific society, unless we can break down the walls of  
 misunderstanding which divide us, and regain the unity of spirit  
 which makes freedom in our modern society possible.

Scientist: What message does modern science bring to modern  
 man. Let us look at a scientist as a practical man. The benefits  
 that flow from scientific investigations are by no means all  
 material. Quite apart from what has been done ~~of~~ strengthen the  
 hand of the Good Samaritan, science creates an atmosphere that  
 encourages those who believe that man is not purely a social  
 animal. The history of the last three hundred years is a record

of accomplishment in the manipulation of ideas; it is a story of the flowering of the creative powers of the human mind. The modern scientist has added immeasurably to this record of mental development. In our modern times, in the shadow of the fusion and fission bombs, we do well to stress this aspect. To have constructed a great fabric of new concepts and conceptual schemes arising from experiment and observation is no small achievement. Like the Parthenon and the cathedrals of the Middle ages, the scientific theories of the nineteenth and twentieth centuries stand as witness to what the human spirit can accomplish. With humility we recognize the vast oceans of our ignorance, where empiricism alone can be our guide; yet we can set no limits to the future expansion of the empire of the mind. A continual reduction in the degree of empiricism in our undertakings is possible and of deep significance- this in a few words is the message that modern science brings to modern man and in particular the scientist.

Chairman: Thank you very much ladies and gentlemen for expressing your views on science and its relationship to the modern world. I think that our meeting has been very valuable and that it is unanimous that science does affect our modern society in a very direct and influential way.

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Russian 3, Spring 1964

Mrs Kapitakoff

Paper on Chapter IX

S Robert Powell.

(In this paper I have presented the required material in a somewhat unusual manner, in my opinion it gives an interesting approach to the problem.)

Я согласен. Это сочинение  
неправильно но интересно

A-

меня зовут Ростислав и я  
 Моравский князь, тоже христианин.

Сегодня, я думаю что я ~~Sigism~~  
<sup>обращу</sup> ~~обращаться~~ с просьбой к  
 (I will turn)

византийскому императору. Он хочет  
<sup>дать охоту</sup>  
~~послать~~ в Моравию учителей.

Император справедливый человек.

У нас много церк<sup>вей</sup> ~~в~~ в Моравии.  
 (в Моравии есть)

У нас две церковные иерархии.

Западная, во главе с римским папой

и восточная, во главе с Константи-

нопольским патриархом. Давно,

я был вассалом германского короля

Терманский король Свм. Погубил  
 человеком. Я хотел Свм  
 Независимым от Короля. Я думаю  
 (here meaning is the  
 syllable here nom)  
 что мне нужен миссионер, но  
 мои люди хотят молиться и  
 читать на своём языке. ~~ff~~  
 Византийское правительство имеет  
 проблемы; у славян не алфавита.  
 Византийское правительство  
 выбрало два брата — Константин  
 и мифодий. Константин очень  
 упрямый человек. Константин  
 создал алфавит. Он Свм. Хорошим



лишви́стом. Этот алфавит очень  
точно передавал звуки славянского

языка. Теперь, мои люди будут  
*Now my people will read etc.*

могу читать на своём языке.  
*this is just not used in the future up to  
some reason*  
Я счастливей. Константин и

Меро́дий перевели много текстов  
и они выработали литературный  
язык. Константин очень упрямый человек,

тоже Меро́дий. Я думаю что я

счастливей. <sup>мой</sup> ~~будет~~ счастливый могу.  
*just wouldn't be used this way!*

Навсегда, я буду ~~счастлив~~ Моравский

Князь и вы знаете — Жизнь

Князя сложная. (Тоже, жизнь упрямых  
— очень сложная!)

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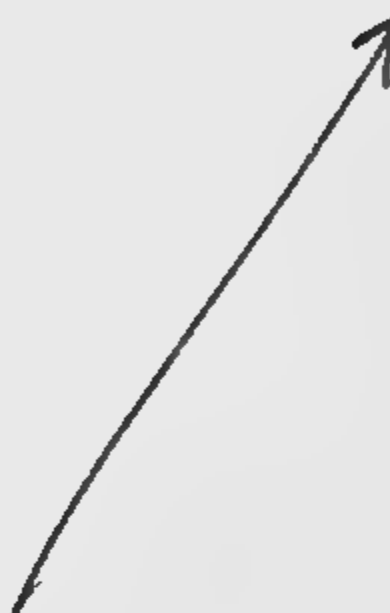
When you really like someone, tell  
that person. Sometimes you only  
get one chance.

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544

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[A-]



545

GAËTAN PICON

French 471

Summer 1964

Tr. Le Sage

S. Robert Powell  
August 14, 1964

GAËTAN PICON

Professeur, homme de lettres, critique; né le 19 septembre 1915 à Bordeaux (Gironde); Il a fait ses études supérieures à l'Université de Bordeaux et l'Université de Paris. Agrégé en philosophie en 1948

Tout d'abord professeur en France, puis successivement à l'École Supérieure des Lettres à Beyrouth, à l'Institut Français de Florence, à l'École des Hautes Études de Gand, Directeur Général des Arts et des Lettres (avril 1959), chroniqueur de littérature au Mercur de France, créateur de la revue Confluences (1945).

Il a beaucoup écrit pour les revues Critique, Confluences, et Mercur de France.

"Since World War II the most important tendency of French literary criticism has been to study literature from a philosophical point of view or to consider literature as a philosophical manifestation. This tendency derives from the nature of contemporary literature itself and the role it has assumed in representing man's existential experience. Literature consists of man's confrontation with the stark reality of an absurd world in which he is alone, free, and dying. The importance of such literature rests on the exposition of philosophical and ethical conditions, and, necessarily, the criticism devoted to the study of the content of literature rather than its form. Hence, the rise of contemporary philosophical literary criticism in France." <sup>1</sup>

La loi de la critique contemporaine est d'atteindre la vérité, l'objectivité de l'oeuvre. Mais l'objectivité dont il s'agit n'est pas celle de l'érudition et de l'histoire. Pour les meilleurs critiques actuels, un livre n'est pas un événement à replacer dans un contexte social et historique, ou un texte dont il s'agit d'établir les sources. Certes, une telle critique poursuit son chemin, mais elle prend surtout la forme de l'exégèse universitaire, et elle se replie sur le passé. "Ce qu'il y a de vivant et de convergent dans la

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<sup>1</sup> André François Yon, Contemporary French Philosophical Literary Criticism, Doctoral Thesis at the Pennsylvania State University, 1959, p. 319.

critique actuelle voit dans l'oeuvre bien moins un événement historique ou une réalité philologique qu'une attitude de l'esprit: c'est à un éclairage philosophique que la critique, le plus souvent, soumet l'oeuvre littéraire." <sup>2</sup> Ce faisant, elle apparaît comme un effort pour traduire la réalité imageée de l'oeuvre en équivalents abstraits qui la désincarnent, mais l'approfondissent--comme un passage du concret à l'abstrait.

Chaque moment de la littérature a la critique qui lui ressemble. À une littérature dominée--comme l'est la nôtre--par les problèmes ethniques et métaphysiques répond une critique des significations.

Gaëtan Picon pense que la nouvelle critique néglige l'esthétique. Il s'intéresse à la valeur esthétique d'une oeuvre; il étudie la littérature d'un point de vue philosophique. Il essaye d'accomplir la fonction essentielle d'un critique--juger la valeur artistique de la littérature. Il décrit le message philosophique de la littérature en ce qui concerne la condition humaine; il veut évaluer la valeur esthétique d'une oeuvre. Sa contribution à la critique contemporaine est cet effort synthétique de réconcilier la critique philosophique et esthétique.

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<sup>2</sup> Gaëtan Picon, "Sur la critique française contemporaine," Cahiers du Nord, vol. XXIV, 25<sup>e</sup> année, 1955, p. 260.



Dans un article qu'il adresse à Julien Benda, Picon exprime un certain pessimisme. Il pense que l'homme prend conscience de sa solitude dans un univers athée et que l'homme peut dépasser <sup>↓</sup> désespoir par "lucidité, courage, poésie, grandeur de l'homme, beauté du monde: telles sont nos armes contre le désespoir." <sup>3</sup> Cette possibilité de dépasser <sup>^</sup> désespoir embrasse les idées éthiques aussi bien que les idées esthétiques. Quand on transfère cette attitude intellectuelle à la critique littéraire de Picon, on peut voir son idée du travail d'un critique littéraire.

Il admet que la signification morale, philosophique, et politique de la critique n'est pas en dehors de sa valeur mais "... celle-ci repose essentiellement sur sa qualité formelle: l'art est d'abord un langage de formes et c'est ce langage que nous avons plus que tout autre écouté." <sup>4</sup>

Un écrivain exprime ses idées philosophiques du monde et de l'homme dans ses oeuvres littéraires. Picon pense qu'il y a beaucoup de critiques qui ont oublié qu'ils jugent la littérature: "... et maintenant qu'un critique mette un écrivain hors de pair et lui consacre un ouvrage, il faut y voir le plus souvent moins l'expression d'un jugement que l'aveu d'une affinité toute personnelle. . .

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<sup>3</sup> Gaëtan Picon, "Réponse à Julien Benda," Confluences, nouvelle série, no. 6 (août 1945), p. 583.

<sup>4</sup> Gaëtan Picon, Panorama de la Nouvelle littérature française, (Paris, 1950), p. 13.

Ne serait-il pas opportun que dans la critique des lettres regnèrent enfin d'autres mœurs." <sup>5</sup> En dépit de ses intentions, Picon est en faveur de Malraux au cause de son art et sa philosophie. Il y a un conflit. Il faut expliquer la philosophie de l'écrivain et décrire son art.

La littérature est en même temps une expression philosophique et esthétique, qui est adressée au lecteur. Le but de la critique, selon Picon, est de juger la philosophie et l'art dans une oeuvre littéraire:". . .ce que le public attend du critique, n'est-ce point qu'il l'aide à discerner l'essentiel du secondaire, à établir une hiérarchie justifiée? Dirai-je que cette tâche, à laquelle les critiques n'ont jamais cédé très volontiers-préférant au jugement le commentaire-est plus nécessaire que jamais." <sup>6</sup>

Il faut faire un choix parmi les oeuvres littéraires. Ce choix exige la pratique de la critique de critique. Cette critique s'occupe de l'art de l'écrivain. Picon juge avec l'idée d'actualité pour les lecteurs d'aujourd'hui selon les normes de goût littéraire.

Pour réintroduire la critique de critique, Picon a formulé une méthode fondée sur la réclamation contemporaine de la littérature-l'exposition de la condition humaine dans sa totalité. La critique contemporaine est un art. Picon a

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<sup>5</sup> Gaëtan Picon, Malraux par lui-même, (Paris, 1953), p. 8.

<sup>6</sup> Panorama de la Nouvelle Littérature Française, p. 12.

une méthode ou une philosophie de critique adaptée à la littérature de nos jours pour le lecteur de nos jours.

Le rôle de la conscience est très important dans la littérature. La conscience est le facteur le plus important dans l'oeuvre littéraire. C'est la conscience qui assure l'existence d'une oeuvre littéraire. Picon a dit: "... publier, c'est parachever l'existence de l'oeuvre par le seul moyen convenable: son introduction dans le domaine commun de la conscience et de la vie." <sup>7</sup> Afin d'accéder au monde de la conscience et de la vie, il faut que l'oeuvre soit digne d'être placée coté à coté avec les oeuvres d'art du passé. Picon a dit: "... une oeuvre d'art n'existe que dans la mesure où elle est jugée être une oeuvre d'art-jugée digne de figurer dans un certain ordre. Pour l'oeuvre l'existence n'est pas séparable de la valeur." <sup>8</sup> Un critique doit éclairer ce que le prosateur a voulu dire et dit, et jugera l'oeuvre en fonction de sa valeur philosophique et morale.

Il y a des éléments qui sont la fondation de l'expérience esthétique. L'expérience esthétique dépend de la perception "ou interviennent toutes les forces de l'intelligence." <sup>9</sup> L'expérience esthétique implique la culture, alors, "entre l'oeuvre et le lecteur un lien est établi

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<sup>7</sup> Gaëtan Picon, L'écrivain et son ombre, (Paris, 1953), p. 31.

<sup>8</sup> L'écrivain et son ombre, p. 31

<sup>9</sup>. L'écrivain et son ombre, p. 44.

au moyen d'une connaissance d'autres oeuvres et d'autres conceptions d'art." <sup>10</sup> L'expérience esthétique est un jugement et elle dépend de la culture. Aussi, elle dépend d'une conception de l'homme, puisque l'art est adressé à la conscience de l'homme.

La critique de Picon est très proche de sa conception de l'esthétique. L'esthétique est la quête d'une valeur d'art. Picon a dit: ". . . critiquer, c'est reconnaître la présence (ou l'absence) d'une valeur. Dans La Chartreuse de Parme on reconnaît la présence du génie romanesque, dans Hernani l'absence du génie dramatique. Tel est le critique." <sup>11</sup>

La quête pour la valeur est liée directement avec l'activité critique. En réalité, le critique devrait être ". . . celui qui se mesure avec la production de son époque, qui expérimente une conception d'ensemble de la littérature dans un contact soutenu avec l'actualité." <sup>12</sup>

En cette manière le critique pourra juger la littérature d'un point de vue artistique. Au point de vue de Picon, la littérature est avant tout un art. À cause de ce fait d'assumer, Picon pense qu'une oeuvre littéraire exige un jugement de la valeur artistique. La critique contemporaine ne fait pas ce jugement de la valeur artistique. Alors, Picon a formulé une règle de la critique qui embrasse l'expérience

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<sup>10</sup> Contemporary French Philosophical Literary Criticism, p. 322.

<sup>11</sup> L'écrivain et son ombre, p. 227.

<sup>12</sup> Cahiers du Nord, p. 260

esthétique: "liée à la culture, à un effort de réflexion et d'approfondissement, elle est un dépassement, une critique de la critique immédiate de l'impression; ce qui revient à dire que la critique doit fonder en raison ses impressions spontanées: qu'elle doit impliquer une esthétique." 13

L'oeuvre d'art n'est pas considérée comme un objet mais comme une valeur. Cette distinction est vraiment la source de l'esthétique de Picon. Sa conception de l'esthétique devienne petit à petit une méthode intuitive de juger la littérature. Cette méthode est relative à la conception contemporaine de la condition humaine. "L'oeuvre est essentiellement une réalité esthétique, et c'est un jugement que l'on attend d'abord du critique. C'est même sur ce jugement que le juge, à son tour, sera jugé." 14

C'est la synthèse de la critique philosophique et esthétique c'est fait le système critique de Picon ". . . un instrument avec lequel on peut juger la littérature comme un art, concevoir la littérature comme une promesse pour l'éternité de l'homme, et révéler l'existence de l'homme contemporain." 15

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13 L'écrivain et son ombre, p. 257

14 Cahiers du Nord, p. 269.

15 Contemporary French Philosophical Literary Criticism, p. 328.

## LES OEUVRES DE PICON

Gaëtan Picon décrit le message philosophique en ce qui concerne la condition humaine dans ses essais Georges Bernanos, André Malraux par lui-même, et dans son histoire panoramique de la littérature française contemporaine, Panorama de la Nouvelle littérature française.

La dernière étude panoramique de Picon, Panorama des Idées contemporaines est dans une autre catégorie. C'est une description de la pensée contemporaine, illustrée avec les textes de tous les penseurs illustres de nos jours dans les cercles philosophiques aussi bien que scientifiques. Dans cette oeuvre, présentée en collaboration avec un groupe de critiques (Roland Caillols, Maurice Encontre, Gaston Bouthoul, François Erval, René Bertelé, Robert Kanter, Jacques Merleau-Ponty, et André Tétry) Picon est un historien des mouvements philosophiques; il n'est pas un critique philosophique de la littérature.

Dans L'Écrivain et son Ombre Picon s'intéresse à l'esthétique de la littérature. Il a aussi écrit Balzac par lui-même, Une Esthétique de la Littérature, et L'Usage de la lecture, et André Malraux.

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B

les différences entre  
 les critiques ne sont  
 pas assez soulignées.  
 Organisation plutôt vague.



Les différences  
 entre les critiques  
 ne sont pas  
 assez soulignées.  
 Organisation  
 plutôt vague.

491  
AMBLER-LOWER MERIONET-WHITEPAIN JOINT SCHOOLS  
Ambler, Pennsylvania

Individual Projects; Pennsylvania State University Associate Teachers

John J. McKenna, Jr.  
Director of Secondary Instruction  
March 11, 1965

The Instruction Book for the Pennsylvania State University Program for Associate Teachers includes as an optional assignment the completion of a long-term project. Quoting from the booklet: "The long-term project provides an opportunity for the associate teacher, who has the energy and desire, to contribute something of permanent value to the school in which he is working. It is a demonstration of sincerity of purpose....an expression of mature understandings....a contribution to the school's resources, to knowledge, or to the on-going life of the school and/or community".

Our present group of Associate Teachers took up the challenge of the long-term project, and we felt that it would be beneficial for all members of our faculty and Joint Board to be informed of the contributions made to our schools through these individual projects. Mr. Forrest Linder, Center Supervisor, has provided us with a complete list of the projects as follows:

Miss Millicent Milanovich, Block, Ambler Junior High School, (Mrs. Wolpert, Cooperating Teacher):

Project: A tape of an introduction to poetry for a junior high school class and a careful, dramatic reading of selected poems by many authors. (Miss Milanovich has an effective story-telling technique.)

Mr. Henry Weigner and Mr. Gerald Wernovsky, Social Studies, Wissahickon, (Mr. Lriedger and Mr. Caparro, Cooperating Teachers):

Project: An extensive bibliography on 3 x 5 cards and ditto masters listing every book which pertains to United States History found in the Wissahickon library. This file is now available for teacher and student use and is expandable as further additions occur. Development of this bibliography required a search of the entire card catalog.

Miss Cheryl McKeynolds, Block, Shady Grove Junior High School, (Mrs. Bledsoe, Cooperating Teacher):

Project: Preparation of a set of ditto masters for supplemental exercises in grammar and usage.

→ Mr. Robert Powell, French, Wissahickon Senior High School, (Miss Smith, Cooperating Teacher):

Project: Development of a unit integrating French music, art and literature. This involved the preparation of tapes keying 19th Century French Romantic Music to a painstakingly assembled collection of French prints (mounted) and literary selections collected in folios.

Mr. Kenneth Weidlich, General Science, Shady Grove Junior High School, (Mr. Yeanish, Cooperating Teacher):

Project: A syllabus for a new biology unit (Mr. Weidlich's special area of interest) for junior high school.

Miss Heather Maw, Art, Wissahickon Senior High School, (Mrs. Riccobono, Cooperating Teacher):

Project: Display material for a unit on home decorating.

Miss Ingegard Lindroth, Social Studies, Ambler Junior High School, (Mrs. Lewis, Cooperating Teacher):

Project: A large wall poster for United States History.

Mr. Edward Palmer, Industrial Arts, Ambler Junior High School, (Mr. Zeager, Cooperating Teacher):

Project: Construction of a large movable storage bin on casters for storage of lumber with compartments for various types of wood.

Mr. Robert Anslinger, English, Shady Grove Junior High School, (Mrs. Alleman, Cooperating Teacher):

Project: Construction of a bulletin board for the teachers' dining room at Shady Grove.

The remaining Associate Teachers worked on a handbook of the area. This can prove of assistance to Associate teachers who might come to this area in the future. It describes the schools, churches, and the community characteristics.



*My student teaching  
ended 3/12/1965*

REPORT OF THE DIRECTOR OF SECONDARY INSTRUCTION

To the Members of the Joint Board:

1. Completion of 1965 Pennsylvania State Associate Teacher Experience: On Friday, March 12, 1965, the thirteen Associate Teachers who have spent the last ten weeks in our secondary schools will say their good-byes to students, teachers and other friends they have made in the community. They will breathe a temporary sigh of relief, make plans to return to campus for the completion of their course requirements for graduation, wait with bated breath for the judgment about the degree of success they achieved during this practice teaching experience, and begin to seek the type of teaching position toward which they have worked and planned. It is our hope that the experiences they have met in our schools have given them a broad and deep background and a realistic viewpoint concerning the problems and challenges of the teaching profession today.

We would like to commend those responsible for the careful, effective planning of the Penn State Associate Teacher Program, particularly Mr. Heinz Luebke, Area Coordinator, and Mr. Forrest Enders, Center Supervisor, whose relationships and cooperation with our school family have been of the highest order. Also to be commended are the thirteen members of our staff who graciously and willingly agreed to serve as cooperating teachers, the members of our administrative staff and those other members of the three school facilities who pitched in to make this as worthwhile an experience as possible for the Associate Teachers.

We all join in extending congratulations to the Associate Teachers themselves for a job well done and in wishing for each of them the wisdom which will enable them to become teachers who can somehow touch the lives of the boys and girls they teach.

When we introduced the Associate Teacher group at the February Board meeting, we stated that there is mutual benefit from their presence in our schools. Many of the benefits accruing to us are of the intangible variety, but one of the specific contributions they have made is the submission of individual projects completed during their stay here and, then, left with our school system as a reflection of their appreciation for the opportunity to work, study and learn here. Document 3 is a brief summary of these individual projects.

# Missahickon Senior High School

## Honor Award



*This certifies that*

ROBERT POWELL

*has been awarded this certificate for*

*Participation in*

STUDENT TEACHING

**TW**

*Presented this*

12th

*day of*

MARCH

1965

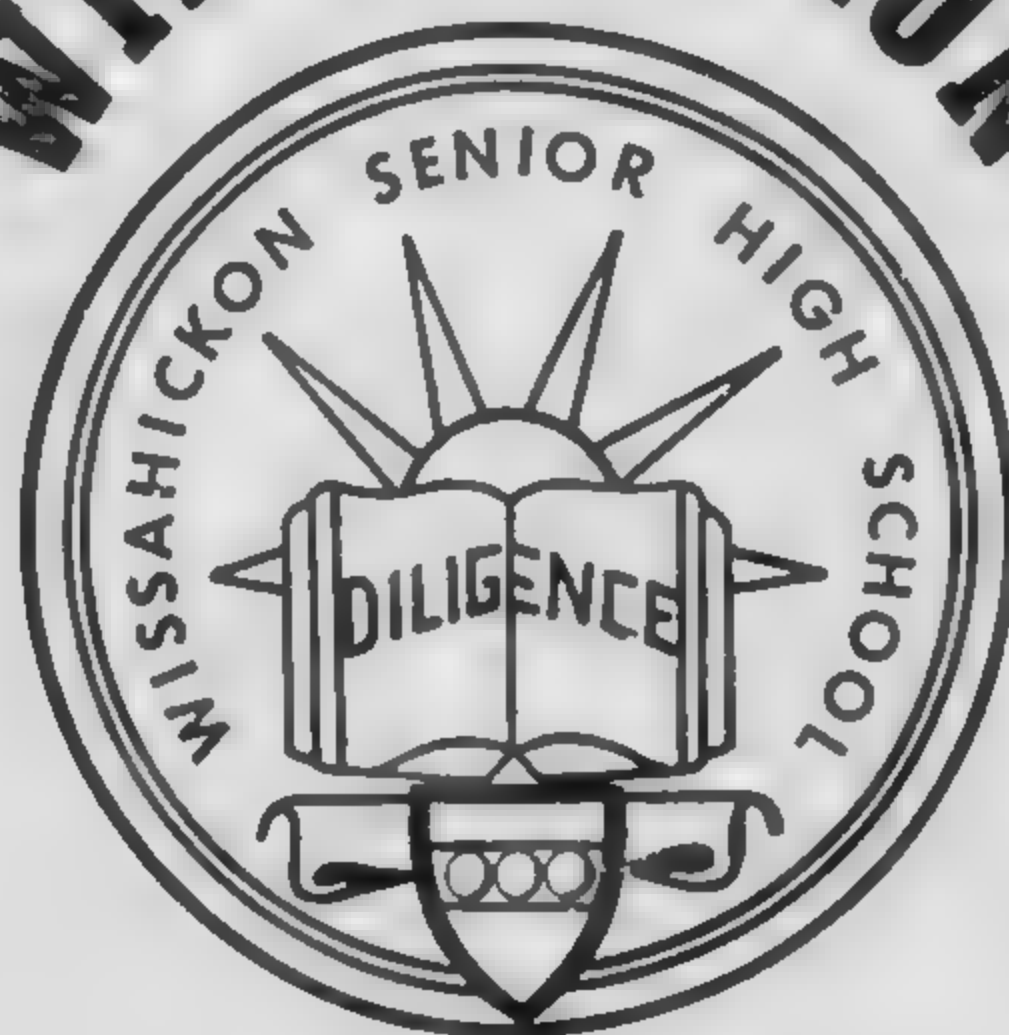
*John J. Kenner*  
Sponsor

*C. X. Seary*  
Principal

494

**TROJANS**

**WISSAHICKON**



**SENIOR  
HIGH SCHOOL**

496



497

# THE PENNSYLVANIA STATE UNIVERSITY

101 WILLARD BUILDING  
UNIVERSITY PARK, PENNSYLVANIA, 16802

The Graduate School

March 15, 1965

Area Code 814  
865-6323

Mr. Silas Robert Powell  
R. D. # 1  
Carbondale, Pennsylvania

Dear Mr. Powell:

With this letter we are glad to grant admission to the Graduate School to begin studies in the Fall Term 1965, as a student working for the Master of Arts degree with a major in French. Please be sure to have your record sent showing completion of your degree when it will be available so that we can complete our records.

A card authorizing enrollment is enclosed. It carries the student number which has been assigned to you. We are also enclosing a receipt for the ten dollar fee.

Very truly yours,

  
R. E. Tschan  
Assistant Dean

/dla

Enclosures

cc: French

498

S. ROBERT POWELL  
HELEN POWELL 027 408  
R.D. CARBONDALE, PA.

IN ACCOUNT WITH THE FIRST NATIONAL BANK, CARBONDALE, PA.

PLEASE EXAMINE AT ONCE IF NO ERROR IS REPORTED IN TEN DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT

CHECKS	CHECKS	DEPOSITS	NO. OF CHECKS	DATE	THE LAST AMOUNT IN THIS COLUMN IS YOUR BALANCE
		BALANCE FORWARD		MAR 22 65	66.05
★ 1.50	★ 15.00		2	MAR 25 65	49.55
★ 6.39	★ 20.00		4	MAR 26 65	23.16
		★ 50.00	4	MAR 29 65	73.16
★ 4.99			5	APR 14 65	68.17
★ 11.00			6	APR 21 65	57.17
★ 10.10			7	APR 22 65	47.07
★ 10.10			8	APR 29 65	36.97
★ 20.00	★ 15.00		10	APR 30 65	1.97
★ <del>10.68</del>	★ <del>10.00</del>		10	MAY -4 65	1.97
★ <del>5.00</del>	★ <del>5.00</del>		10	MAY 10 65	1.97
★ .50SC			10	MAY 11 65	1.47
		★ 50.00			
★ 5.00			11	MAY 12 65	46.47
★ 5.00			12	MAY 13 65	41.47
★ 10.00			13	MAY 14 65	31.47
★ 11.35			14	MAY 17 65	20.12
★ 2.42	★ 15.00		16	MAY 19 65	2.70
★ .50SC			16	MAY 25 65	2.20
		★ 25.00			
■ 10.20	■ 10.00				
★ 5.00			19	MAY 26 65	2.00
★ 10.00			20	MAY 27 65	8.00
		★ 20.00	20	MAY 27 65	12.00
		★ 100.00	20	JUN -1 65	112.00
★ 15.00			21	JUN -2 65	97.00
★ 25.00	★ 30.00		23	JUL -4 65	42.00
★ 17.88			24	JUN -9 65	24.12
★ 10.00			25	JUN 16 65	14.12
★ 1.15SC			25	JUL 25 65	12.97

KEY  
LST - TOTAL OF SEVERAL CHECKS  
SC - SERVICE CHARGE  
DC - DEPOSIT CORRECTION  
EC - ERROR CORRECTED  
RT - RETURNED ITEM  
OD - OVERDRAFT

All items are credited subject to final payment to this Bank at its own office in cash or solvent credits. This Bank will use due diligence in the selection of collecting agents, but will not be liable in case of their failure or negligence, or for losses in transit. This Bank or collecting agents may send items, directly or indirectly, to any bank, including the drawer or payor; may accept check, draft or credit as conditional payment in lieu of cash and shall not be liable for dishonor of checks or drafts or for reversal of credits so received in payment nor for losses thereon; it may charge back any item at any time before actual final payment, whether returned or not, also any item drawn on this Bank if drawer's account is ascertained to be overdrawn or insufficient on the day of deposit. In collecting bonds or coupons this Bank may charge back amount of Income Tax, if any.

499

0274080  
 1 CARBONDALE, PA. April 24 1965 No. 1086  
**THE FIRST NATIONAL BANK** 60-316  
313  
 OF CARBONDALE, PA.  
 PAY TO THE ORDER OF Agency \$ 10.10  
Ten Dollars and ten Cents DOLLARS  
Robert Powell  
351 E. Fairmount  
 CARBONDALE, PA.  
 60-316

CARBONDALE, PA. March 20 1965 No. 1027  
**THE FIRST NATIONAL BANK** 60-316  
313  
 OF CARBONDALE, PA.  
 PAY TO THE ORDER OF Pennsylvania Railroad \$ 6 <sup>39</sup>/<sub>100</sub>  
Six Dollars and 39 Cents DOLLARS  
Robert Powell  
027-408  
 CARBONDALE, PA.  
 60-316



*Gamma Phi*

*of*

*Alpha Phi*

*cordially invites you*

*to attend their Pledge Formal*

*Saturday evening, April tenth*

*Nineteen hundred and sixty-five*

*Dinner at Nittany Lion Inn 6:00 p. m.*

*Formal Party at Hiemont Lodge,*

*9:00 p. m. 'til 12:30 p. m.*



Alpha Phi

501



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20006

DEPARTMENT OF ROMANCE LANGUAGES  
AND LITERATURES

April 19, 1965

Mr. S. Robert Powell  
351 East Fairmount Avenue  
State College, Penna.

Dear Mr. Powell:

The form of fellowship aid we have at present is a number of graduate teaching assistantships, and we should be glad to receive your application for one of these. Under separate cover you will receive the appropriate application forms for admission to the graduate program and a catalogue.

As for the stipend, I can give you only an approximate figure at present, for the value will be fixed later in the month. It will run between \$1900 and \$2300, of which approximately one fourth must be applied toward tuition.

The academic load permissible varies slightly according to circumstances, but nine credit hours per semester of graduate courses is the average. One may register in addition for thesis credit or lower division courses in languages other than the major. The assistant is responsible for six semester hours of teaching per semester or the equivalent.

Please keep in mind that application for admission to graduate programs is a procedure entirely separate from application for graduate assistant or teaching fellowships. To be considered for the latter, you must have been admitted to the relevant program.

I believe other relevant information can be found in the catalogue. If I can be of further service, do not hesitate to call on me.

Sincerely yours,

*John A. Frey*  
John A. Frey  
Acting Chairman

JAF:lm

502-



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20008

DEPARTMENT OF ROMANCE LANGUAGES  
AND LITERATURES

26 April 1965

Mr. Silas Robert Powell  
351 East Fairmount Avenue  
State College, Penna.

Dear Mr. Powell:

The Department of Romance Languages and Literatures is happy to inform you that you have been awarded a Graduate Teaching Assistantship for the academic year 1965-1966. The stipend is worth \$1,215 plus \$935.00 for tuition. You will be required under the terms of this grant to teach 2 courses in the French Language in the Department.

~~I would appreciate hearing from you as soon as~~  
possible as to whether or not you wish to accept this award.

Sincerely yours,

*John A. Frey*  
John A. Frey  
Acting Chairman

JAF:lm

# Carbondale News

Vol. 93, No. 17

12 Pages

CARBONDALE, PA. THURSDAY, APRIL 29, 1965

2 Sections

Price 10¢

Walter S. Powell  
R. D. #1  
Carbondale, Pa.

503

## Powell earns perfect 4.00 at Penn State

Silas R. Powell, Carbondale RD 1, attained a perfect 4.00 average to earn dean's list recognition for the winter term at Pennsylvania State University, University Park.

Donald W. Powell, Carbondale RD 1, and Marie A. Gillette, 116 Fallbrook St., earned dean's list rating with averages of 3.50.

Two Forest City young people also were on the dean's list for the winter term, Joyce Drasier Singer, 131 Martin St., 3.78 average, and William F. Shivitz, 216 Vine St., 3.54 average.

Another area resident, Neilvin Bryce Empet, Kingsley RD 1, had a perfect 4.00 average for the winter term.

## Four Young People Attain Dean's List With Two Perfect

Four Carbondale area young people qualified for Dean's list rating during the spring term at Pennsylvania State University.

Two of those, Maryann S. Milewski Jr. of 32 Cottage St. and James E. Matos, 607 Susquehanna St., Forest City, completed the terms with perfect 4.00 averages.

An average of 3.55 was maintained by Marie K. Aileo, 200 Park St., and an average of 3.58 by Silas R. Powell, Carbondale RD 1.

### Four Qualify For Dean's List

Four Carbondale area young people have qualified for dean's list rating during the spring term at Pennsylvania State University.

They include: Maryann S. Milewski, 32 Cottage St., Carbondale, and James E. Matos, 607 Susquehanna St., Forest City, with perfect averages; Marie K. Aileo, 200 Park St., Carbondale, and Silas R. Powell, Carbondale RD 1.

THURSDAY, APRIL 29, 1965

## Powell earns

perfect 4.00

at Penn State

Silas R. Powell, Carbondale RD 1, attained a perfect 4.00 average to earn dean's list recognition for the winter term at Pennsylvania State University, University Park.

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Two Forest City young people also were on the dean's list for the winter term, Joyce Lrasler Singer, 131 Martin St., 3.78 average, and William F. Shivitz, 216 Vine St., 3.54 average.

Another area resident, Neilvin Bryce Empet, Kingsley RD 1, had a perfect 4.00 average for the winter term.

## Powell Begins Teaching Work

S. Robert Powell, a Pennsylvania State University senior student, began a 10-week term as a teaching associate on Jan. 4 in the Ambler School District, Ambler, Pa. He is a son of Mr. and Mrs. Walter S. Powell, RDI, Carbondale.

The associate teaching program for prospective teachers is conducted by the Department of Secondary Education of the University with the cooperation of selected schools in the Commonwealth.

During this teaching assignment, Mr. Powell will gradually assume the instructional responsibilities of a cooperating faculty member at the Wissahickon Senior High School in the field of French.



## THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20006

OFFICE OF  
THE DIRECTOR OF ADMISSIONS

May 13, 1965

Mr. Silas Robert Powell  
351 E. Fairmount Avenue  
State College, Pennsylvania

Dear Mr. Powell:

Your application for Master's candidacy and your partial credentials have been referred to the Columbian College of Arts and Sciences-Graduate Division. The Dean and the Chairman of the Department have notified this office that upon satisfactory completion of your present program and receipt of your degree from Pennsylvania State University, you will qualify for admission to Master's candidacy in the field of French.

As soon as we receive a supplementary transcript, sent directly to this office by your Registrar, showing your final grades and a statement of the degree conferred, we shall be glad to issue an official letter of admission for the Fall Semester, 1965.

Sincerely yours,

*Joseph Y. Ruth*  
Joseph Y. Ruth  
Director of Admissions

CBG:m1c

*Scranton Tribune May 4, 1965*

## Area News Items



S. ROBERT POWELL

DONALD W. POWELL

RUSSELL T. POWELL

### Three Powell Brothers Win Honors

Three sons of Mr. and Mrs. Walter S. Powell, Carbondale, RD 1, achieved academic distinction during the winter term at Pennsylvania State University.

S. Robert, 21, a senior French major, attained a perfect 4.00 average and earned dean's list recognition.

Donald W., 21, a senior History major, finished the term with an average of 3.50. He also attained the dean's list.

Russell T., 18, a major in the Turfgrass Management Course, compiled an outstanding 3.76 average for the term.

All three brothers graduated from Fell Twp. High School.



507

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR		COURSE NO.		TITLE	CREDITS	GRADE	GRADE PTS
ARMY	001	PRIN WAR AM CMPS 1		1.0	C	2.0	<b>GRADING SYSTEM</b> A 90-100% 4 GRADE PTS PER B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT H HONORS DE DEFERRED R RESEARCH W WITHDRAWN NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DE GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNEUTER Dean of Admissions and Registrar FORM 50-1
EDSER	010	COLLEGE ORIENT		0.0	P	0.0	
PSY	002	PSYCHOLOGY		3.0	C	6.0	
ENGL	001	COMP AND RHETORIC		3.0	C	6.0	
SOC	001	INTROD SOCIOLOGY		3.0	C	6.0	
TERM AVERAGE				2.00	10.0	20.0	
CUMULATIVE AVERAGE				2.00	10.0	20.0	

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 ED 01 4  
FALL 1961 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR		COURSE NO.		TITLE	CREDITS	GRADE	GRADE PTS
ARMY	002	PRIN WAR AM CMPS 2		1.0	C	2.0	<b>GRADING SYSTEM</b> A 90-100% 4 GRADE PTS PER B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT H HONORS DE DEFERRED R RESEARCH W WITHDRAWN NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DE GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNEUTER Dean of Admissions and Registrar FORM 50-1
FR	001R	ELEM FRENCH		4.0	B	12.0	
HIST	021	U S SINCE 1865		3.0	B	9.0	
MUSIC	005	FUND MUSIC APPREC		3.0	C	6.0	
PH ED	004	HEALTH + PH ED		1.0	A	4.0	
TERM AVERAGE				2.75	12.0	33.0	
CUMULATIVE AVERAGE				2.41	22.0	53.0	

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 ED 02 4  
WINTER 62 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR		COURSE NO.		TITLE	CREDITS	GRADE	GRADE PTS
ARMY	003	ARMY ORGANIZATION		1.0	B	3.0	<b>GRADING SYSTEM</b> A 90-100% 4 GRADE PTS PER B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT H HONORS DE DEFERRED R RESEARCH W WITHDRAWN NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DE GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNEUTER Dean of Admissions and Registrar FORM 50-1
FR	002R	ELEM FRENCH		4.0	A	16.0	
PHIL	004	PHIL PRESENT AGE		3.0	A	12.0	
PL SC	003	GOVT + POL MOD SOC		5.0	B	9.0	
PH ED	003	HEALTH + PH ED		1.0	B	3.0	
DEANS LIST TERM AVERAGE				8.58	12.0	43.0	
CUMULATIVE AVERAGE				2.82	34.0	96.0	

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 ED 03 4  
SPRING 62 UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR						GRADING SYSTEM	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS		
ARMY	005	TACTICS	1.0	C	2.0	A 90-100% 4	GRADE PTS CR
ENGL	003	EXPOSITION	3.0	B	9.0	B 80-89% 3	
FR	030	INTERMED FRENCH	4.0	B	12.0	C 70-79% 2	
MATH	008	ELEM MATH STAT	3.0	B	9.0	D 60-69% 1	
PH ED	003	HEALTH + PH ED	1.0	A	4.0	F 50-59% 0	
TERM AVERAGE			3.00	12.0	36.0	THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT H HONORS DP DEFERRED R RESEARCH W WITHDRAWN NG NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NO OR DP GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME. ROBERT G. BERNHUTTER Dean of Admissions and Registrar	
CUMULATIVE AVERAGE			2.94	49.0	144.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

SECED

04

4

WINTER 63

UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR						GRADING SYSTEM	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS		
ARMY	006	NATIONAL SECURITY	1.0	B	3.0	A 90-100% 4	GRADE PTS CR
PH SC	008	PHYSICAL SCIENCE	3.0	A	12.0	B 80-89% 3	
EDSER	115	ED IN AM SOCIETY	3.0	A	12.0	C 70-79% 2	
G F S	015	SOCIAL USAGE	1.0	B	3.0	D 60-69% 1	
FR	054	SURVEY IN FR LIT	3.0	B	9.0	F 50-59% 0	
PH ED	004	HEALTH + PH ED	1.0	A	4.0	THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT H HONORS DP DEFERRED R RESEARCH W WITHDRAWN NG NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NO OR DP GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME. ROBERT G. BERNHUTTER Dean of Admissions and Registrar	
DEANS LIST TERM AVERAGE			3.58	12.0	43.0		
CUMULATIVE AVERAGE			3.07	61.0	187.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

SECED

05

4

SPRING 63

UNIVERSITY PARK

PARENT

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNA.						TERM GRADE REPORT	
OFFICE OF THE REGISTRAR						GRADING SYSTEM	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS		
FR	301	ADV GRAM + CONVER	3.0	C	6.0	A 90-100% 4	GRADE PTS CR
PSY	013	DEVELPM PSYCHOL	3.0	W	0.0	B 80-89% 3	
RUS	001	ELEMENTARY RUSSIAN	3.0	B	9.0	C 70-79% 2	
PH SC	007	PHYSICAL SCIENCE	3.0	A	12.0	D 60-69% 1	
ARMY	004	LAND NAVIGATION	1.0	C	2.0	F 50-59% 0	
TERM AVERAGE			2.90	10.0	29.0	THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT H HONORS DP DEFERRED R RESEARCH W WITHDRAWN NG NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS. IF THERE ARE ANY NO OR DP GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME. ROBERT G. BERNHUTTER Dean of Admissions and Registrar	
CUMULATIVE AVERAGE			3.04	71.0	216.0		

TO THE PARENTS OR GUARDIAN OF

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01

SECED

06

F

FALL 63

UNIVERSITY PARK

PARENT

509

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA						TERM GRADE REPORT GRADING SYSTEM	
COURSE	NO	TITLE	CREDITS	GRADE	GRADE PTS		
SECE	443	READ PRBL SEC SCHL	3.0	A	12.0	A 90-100% 4 GRADE PTS CB	
FR	302	ADV GRAM + CONVER	3.0	B	9.0	B 80-89% 3	
FR	421	TCHNG ROMANCE LANG	3.0	B	9.0	C 70-79% 2	
RUS	002	ELEMENTARY RUSSIAN	3.0	B	9.0	D 60-69% 1	
						F 50-59% 0	
						THE FOLLOWING HAVE NO GRADE PTS INVOLVED	
						P PASS AU AUDIT	
						H HONORS DF DEFERRED	
						R RESEARCH W WITHDRAW	
						NO NO GRADE REPORTED	
						THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS	
						IF THERE ARE ANY NO OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME	
						ROBERT G. BERNEUTER	
						Dean of Admissions and Registrar	
						FORM 56.6	
						(10-1-61)	
TO THE PARENTS OR GUARDIAN OF							
HOWELL SILAS ROBERT						7433-61-01	
R D 1						SECE 07 F	
CARBONDALE PA						WINTER 64 UNIVERSITY PARK	
						PARENT	

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA						TERM GRADE REPORT GRADING SYSTEM	
COURSE	NO	TITLE	CREDITS	GRADE	GRADE PTS		
EDPSY	014	EDUCATIONAL PSY	3.0	C	6.0	A 90-100% 4 GRADE PTS CB	
FR	311	PHONETICS + CONVER	3.0	D	3.0	B 80-89% 3	
FR	490	ADV COMP + CONVER	3.0	C	6.0	C 70-79% 2	
RUS	003	INTERMED RUSSIAN	3.0	C	6.0	D 60-69% 1	
						F 50-59% 0	
						THE FOLLOWING HAVE NO GRADE PTS INVOLVED	
						P PASS AU AUDIT	
						H HONORS DF DEFERRED	
						R RESEARCH W WITHDRAW	
						NO NO GRADE REPORTED	
						THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS	
						IF THERE ARE ANY NO OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME	
						ROBERT G. BERNEUTER	
						Dean of Admissions and Registrar	
						FORM 56.6	
						(10-1-61)	
TO THE PARENTS OR GUARDIAN OF							
HOWELL SILAS ROBERT						7433-61-01	
R D 1						SECE 08 F	
CARBONDALE PA						SPRING 64 UNIVERSITY PARK	
						PARENT	

THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA						TERM GRADE REPORT GRADING SYSTEM	
COURSE	NO	TITLE	CREDITS	GRADE	GRADE PTS		
ENGL	019	GREAT BOOKS AM & ED	3.0	A	12.0	A 90-100% 4 GRADE PTS CB	
FR	471	PRERE IN GR LET	3.0	B	9.0	B 80-89% 3	
PSY	013	DEVELOPM PSYCHOL	3.0	C	6.0	C 70-79% 2	
BI SC	001	BIOLOGICAL SCIENCE	3.0	B	9.0	D 60-69% 1	
						F 50-59% 0	
						THE FOLLOWING HAVE NO GRADE PTS INVOLVED	
						P PASS AU AUDIT	
						H HONORS DF DEFERRED	
						R RESEARCH W WITHDRAW	
						NO NO GRADE REPORTED	
						THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS	
						IF THERE ARE ANY NO OR DF GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME	
						ROBERT G. BERNEUTER	
						Dean of Admissions and Registrar	
						FORM 56.6	
						(10-1-61)	
TO THE PARENTS OR GUARDIAN OF							
HOWELL SILAS ROBERT						7433-61-01	
R D 1						SECE 09 F	
CARBONDALE PA						SUMMER 64 UNIVERSITY PARK	
						PARENT	

OFFICE OF THE REGISTRAR		THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
FR	053	SURVEY IN FR LIT	3.0	B	9.0	A 90-100% 4 GRADE PTS /C B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT R RESEARCH OF DEFERRED W WITHDRAW NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DE GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNEUTER Dean of Admissions and Registrar FORM 56-6
FR	451	19 CENT FR LIT	3.0	B	9.0	
SPCH	200	EFFECTIVE SPEECH	3.0	B	9.0	
BI SC	002	BIOLOGICAL SCIENCE	3.0	C	6.0	
TERM AVERAGE			2.75	12.0	33.0	
CUMULATIVE AVERAGE			2.90	119.0	345.0	

TO THE PARENTS OR GUARDIAN OF

(10-1-61)

FORM 56-6

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 SECED 10 F  
STUDENT NUMBER CURR TERM COL

FALL 64 UNIVERSITY PARK  
TERM PREPARED LOCATION

PARENT

OFFICE OF THE REGISTRAR		THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
SECED	331	PRACT STUDNT TCHNG	8.0	A	32.0	A 90-100% 4 GRADE PTS /C B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT R RESEARCH OF DEFERRED W WITHDRAW NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DE GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNEUTER Dean of Admissions and Registrar FORM 56-6
SECED	389	PROF ORIENT TCHER	2.0	A	8.0	
DEANS LIST TERM AVERAGE			4.00	10.0	40.0	
CUMULATIVE AVERAGE			2.98	129.0	385.0	

TO THE PARENTS OR GUARDIAN OF

(10-1-61)

FORM 56-6

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 SECED 11 F  
STUDENT NUMBER CURR TERM COL

WINTER 65 UNIVERSITY PARK  
TERM PREPARED LOCATION

PARENT

OFFICE OF THE REGISTRAR		THE PENNSYLVANIA STATE UNIVERSITY UNIVERSITY PARK, PENNSA			TERM GRADE REPORT	
COURSE	NO.	TITLE	CREDITS	GRADE	GRADE PTS	GRADING SYSTEM
ART H	007	MODERN ART	3.0	B	9.0	A 90-100% 4 GRADE PTS /C B 80-89% 3 C 70-79% 2 D 60-69% 1 F 0-59% 0 THE FOLLOWING HAVE NO GRADE PTS INVOLVED P PASS AU AUDIT R RESEARCH OF DEFERRED W WITHDRAW NG-NO GRADE REPORTED THE AVERAGE IS COMPUTED BY DIVIDING THE TOTAL CREDITS INTO THE TOTAL GRADE POINTS IF THERE ARE ANY NG OR DE GRADES THE AVERAGE CANNOT BE COMPUTED AT THIS TIME ROBERT G. BERNEUTER Dean of Admissions and Registrar FORM 56-6
SECED	451	SEC ED IN AMERICA	3.0	A	12.0	
FR	426	RENAISSANCE LIT	3.0	A	12.0	
DEANS LIST TERM AVERAGE			3.67	9.0	33.0	
CUMULATIVE AVERAGE			3.03	138.0	418.0	

TO THE PARENTS OR GUARDIAN OF

(10-1-61)

FORM 56-6

POWELL SILAS ROBERT  
R D 1  
CARBONDALE PA

7433-61-01 SECED 12 F  
STUDENT NUMBER CURR TERM COL

SPRING 65 UNIVERSITY PARK  
TERM PREPARED LOCATION

PARENT

511

ADMIT ONE N<sup>o</sup> 1013

to

COMMENCEMENT EXERCISES

June 12, 1965

College of Arts and Architecture, College of Business  
Administration, College of Education, College of Health and  
Physical Education, College of the Liberal Arts

THE PENNSYLVANIA STATE UNIVERSITY

Recreation Building

2:00 p.m.

In case of rain, admission by ticket only until 1:50  
when remaining seats will be available to the public.

Reproduced on the following three pages are pages one, three and thirty of the Graduation Booklet for the Commencement Exercises that were held in Beaver Stadium at The Pennsylvania State University on Saturday, June 12, 1965.

At those Commencement Exercises, Silas Robert Powell was awarded the Bachelor of Arts Degree.



COMMENCEMENT  
THE PENNSYLVANIA STATE UNIVERSITY  
SATURDAY, JUNE 12, 1965  
10:30 A.M.  
BEAVER STADIUM



## College of Education

The candidates will be presented by  
DEAN ABRAM W. VANDERMEER, M.A., Ph.D.

### BACHELOR OF ARTS

#### ART EDUCATION

Annette Marie Sady, 1 \*  
Joan Marie Skordy, 2  
Barbara Jean Wilson, 3

#### MUSIC EDUCATION

Ronald Dale Livingston, 4

#### REHABILITATION EDUCATION

Rose Lorraine Bittner, 5  
Mary Jane Matthews, 6  
Carol Jean Page, 7

#### SECONDARY EDUCATION

Nancy Lee Ayers, 8  
Siegfried Erich Boettjer, 9

Ronald Lee Chapman, 10  
Arlene Hinda Cohen, 11  
Kathleen Seton Connors, 12  
Maurice James Coyle, 13  
Michael George Daniels, 14  
Miriam Louise Doebler, 15  
Sandra Lynn Faber, 16  
Warren G. George, 17  
Myrna Hope Goldberg, 18  
Harriet Rachel Israelow Goldner, 19  
Elaine Hekeler, 20  
Joanne Mary Lantosh, 21  
Judith Marian Leitzow, 22  
Edward Vincent MacArthur, 23  
John Joseph Mahon, 24  
Mary Jane Mahoney, 25  
Danny Martin Mitchell, 26  
Gale Sanders Molovinsky, 27  
Antonia Marie Mullen, 28  
Elizabeth Anne O'Shea, 29

Bernice Frances Paradise, 30  
Linda Louise Pavian, 31  
David Harry Perez, 32  
Philip Francis Petrone, 33  
Silas Robert Powell, 35  
Karen Lorraine Ricketts, 36  
Murray Benjamin Rosen, 37  
Joy Sabella, 38  
Suzanne Marley Saxton, 39  
Linda Rose Shannon, 40  
Malcolm Arthur Shreibman, 41  
Michael Kenneth Simmons, 42  
John Wilson Stauffer, 43  
David George Thomas, 44  
Donald LeRoy Tyler, 45  
Joseph Francis Vargo, 46  
Allyn Sue VonNieda, 47  
Joelle Alexis Wallen, 48  
Laurence Carter Wright, 49  
Sandra Lee Zimmerman, 50

### BACHELOR OF SCIENCE

#### ART EDUCATION

Marianna Alderfer, 51  
Margaret Anne Allen, 52  
Sandra Carol Barter, 53  
Francine Gail Bell, 54  
Bettina Gayle Borden, 55  
Virginia Louise Campbell, 56  
Marcia Irene Clauser, 57  
Mary Margaret Council, 58  
Polly Gene Curry, 59  
Kenneth Edward Getschow, II, 60  
Karen Marie Guyton, 61  
Lynn Diane Hall, 62

Pauline Elaine Keister, 63  
Pamela Ann Kern, 64  
Diana Mae Kisinger, 65  
Marjorie Belle Levy, 66  
Mary Jo McCartney, 67  
Thomas Linn McClay, 68  
Theodore Cosmo Mannino, 69  
Marilyn Jean Nielsen, 70  
Karen Sue Oberg, 71  
Mary Abigail O'Donnell, 72  
Irene Carol O'Hara, 73  
Linda Ilene Polfus, 74  
Carol Aileen Ruby, 75  
Muriel Margaret Smith, 76

David Joseph Spearly, 77  
Frank Frederick Steiner, 78  
Bruce James Storm, 79  
Elizabeth Joan Sacca Streater, 80  
Beverly Anne Tuscher, 81  
James Thompson Watts, 82  
Sandra Elaine Wengryn, 83

#### BUSINESS EDUCATION

Doris June Beaver, B.S., The Pennsylvania State University, 84  
Lynn Roberta Carson, 85

\* Diploma number.

# PROGRAM

PRESIDENT ERIC ARTHUR WALKER, B.S., S.M., Sc.D., LL.D., L.H.D., Litt.D.

*Presiding*

Prelude—*Fugue in B Minor*  
*Introduction and Toccata*  
*Voluntary for a Festal Occasion*

by J. S. Bach  
 by William Walond  
 by Alan Bush

Academic Processional

by George E. Ceiga

LEONARD F. RAVEN, B.Mus., M.Mus., D.S.Mus.  
*Associate Professor of Music*

Invocation

CLIFFORD A. NELSON, B.S., M.S.  
*Coordinator of Religious Affairs*

Welcome

JOHN R. RACKLEY, A.B., A.M., Ph.D.  
*Vice-President for Resident Instruction*

Conferring of Degrees and Presentation of Commissions

Roger W. Rowland  
*President of the Board of Trustees*  
 Eric A. Walker  
*President of the University*

Advanced Degrees  
 Baccalaureate Degrees  
 Commissions  
   U.S. Army  
   U.S. Navy  
   U.S. Air Force  
 Associate Degrees

Presentation of Scholastic Honors

Presentation of Awards

Charge to the Graduates

President Walker

Alma Mater

Words on opposite page

*The audience is asked to join in the singing.*

Benediction

Recessional

*The audience will please remain seated.*

NOTE: The flowers were grown and arranged by the Department of Horticulture.

# THE · PENNSYLVANIA · STATE · UNIVERSITY

BY · AUTHORITY · OF · THE · BOARD · OF · TRUSTEES · AND · UPON  
THE · RECOMMENDATION · OF · THE · FACULTY · AND · OF · THE · SENATE  
HEREBY · CONFERS · UPON

SILAS · ROBERT · POWELL

THE · DEGREE · OF

BACHELOR · OF · ARTS

IN · TESTIMONY · WHEREOF · THE · UNDERSIGNED · HAVE · SUBSCRIBED  
THEIR · NAMES · AND · AFFIXED · THE · SEAL · OF · THE · UNIVERSITY · THIS  
TWELFTH · DAY · OF · JUNE · A · D · 1965

*John W. Paulding*  
PRESIDENT OF THE BOARD OF TRUSTEES



*Eric A. Walker*  
PRESIDENT OF THE UNIVERSITY

*Al W. Vandermeer*  
DEAN

---

**Don't wait for someone else to  
make your life terrific. That's  
your job.**

## TERM PAPERS AND REPORTS

(written by S. Robert Powell, while a student at the Pennsylvania State University, University Park, PA)

1. "Viruses"; December 3, 1963; written for a class taught by Dr. Taylor
2. " $F = G \frac{M M^1}{D^2}$ "; written for a class taught by Dr. Taylor
3. Paper on Chapter IX, Russian 3, Spring 1964, taught by Mrs. Karitanoff
4. "Gaëton Picon"; August 14, 1964; written for French 471, taught by Dr. Le Sage  
 "Henri Beyle"; August 24, 1964; written for French 471, taught by Dr. Le Sage
5. "Crossing Brooklyn Ferry"; August 26, 1964; written for English 19, taught by Dr. Byrne  
 "The Sun Also Rises"; August 26, 1964; written for English 19, taught by Dr. Byrne (this is a quiz taken in class)
6. Notes for French 426, Spring 1965, taught by Dr. Bundy:  
 "François Rabelais"  
 "Jean Calvin/Maurice Scève"  
 "Mellin de Saint-Gelais/Antoine Héroët/La Fléiade/Défense et illustration de la langue française"  
 "Clément Marot"
7. French 426, Spring 1965, Midterm Examination

*good Section*

93

519

VIRUSES

S. Robert Powell

Section 1, Dr. Taylor

December 3, 1963

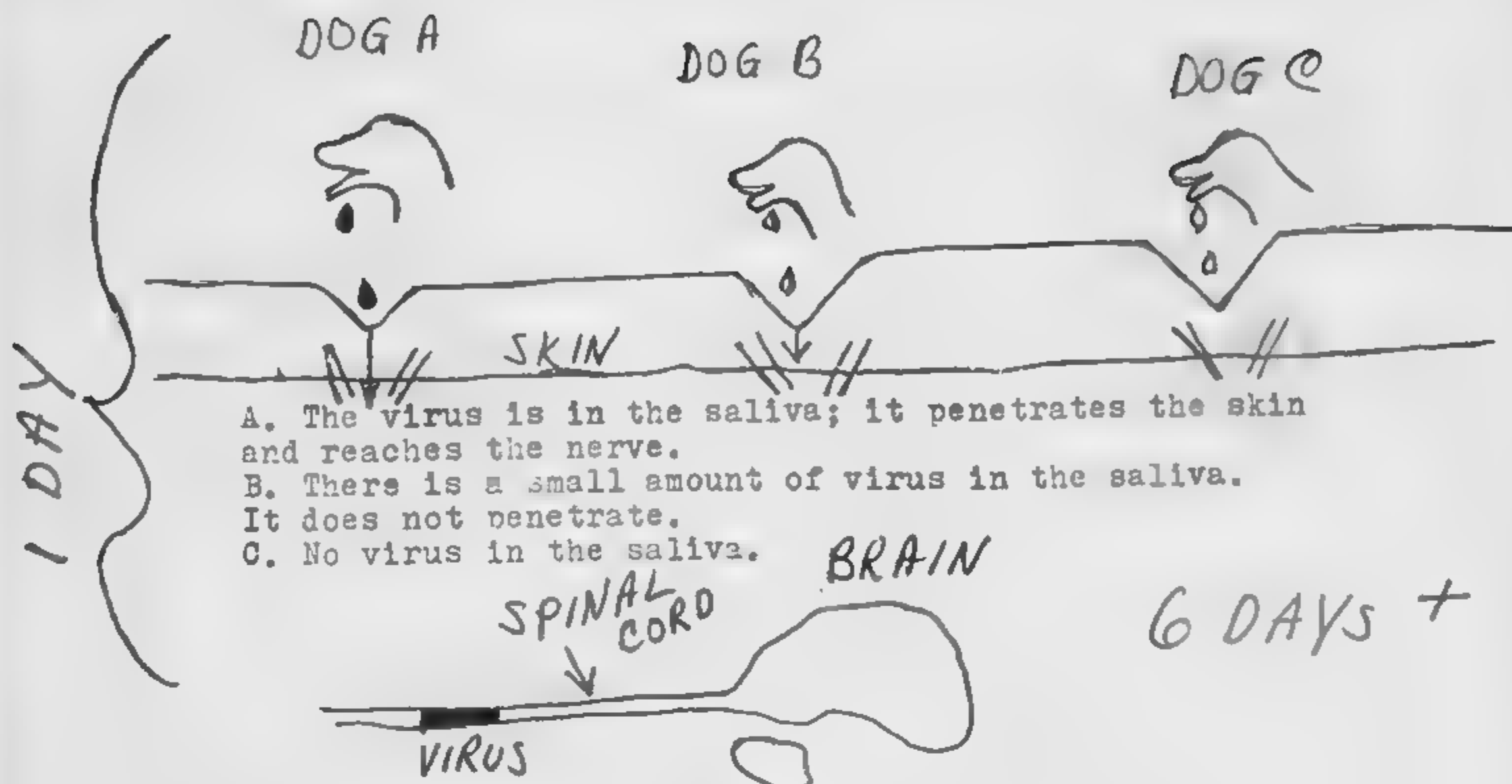
PREFACE

In this paper I will discuss viruses in general and rabies specifically. I have presented the material in a manner that I feel covers viruses in general but still supplies the essential details of a very specific kind of virus, i. e. rabies virus. One point about the bibliography. Since the footnotes are listed in the back of the paper, I feel that it won't be necessary to make a bibliography because they would be practically identical.



" A dog comes down the street, running crazily this way and that, bumping into objects as though blind or dazed, frothing at the mouth, snapping viciously yet aimlessly at man, beast, stick, or stone. Only a short moment ago he was a seemingly normal pet. Now he cannot be controlled or quieted; he does not recognize his friends, will not eat or drink, but runs continuously about, uttering sharp cries of pain. Perhaps within a few hours the cries become hoarse and weak, activity diminishes, convulsions seize the animal, and presently he is dead. This spectacle from time immemorial has brought forth the terrified cry, 'Mad dog!' "1

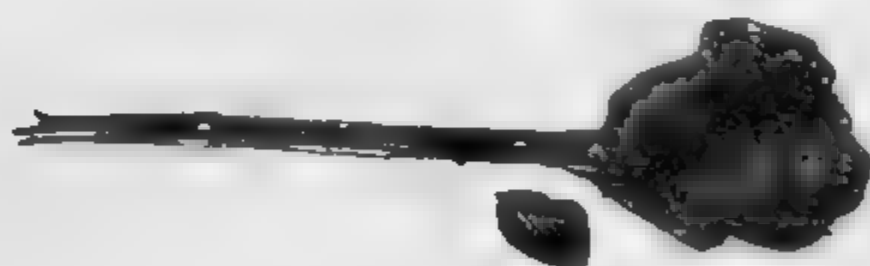
This pathetic creature has reached the final stages of its unsuccessful struggle against the rabies virus. What happens in the tissues of rabid animals which causes the disease? Infection with rabies is usually a changing rather than a static series of phenomena. The virus moves into the tissues and the tissues in turn, respond. When the virus moves into the tissues the animal has been infected.



The virus has entered the cord at nerve seat of wounded area.



The virus spreads throughout the cord and reaches the brain.



Virus spreads throughout cord and brain. Virus in salivary glands and saliva.

Animal shows early signs of rabies- 12 days†  
 Animal shows typical signs of rabies-14 days†  
 Animal dies of rabies- 16 days.†

Disease producing agents, most of which are so small they cannot be seen, even with the aid of the best compound microscopes and most of which pass through a filter that will hold bacteria back are known as viruses.

All viruses are strict parasites. They multiply or increase in concentration only in certain living tissues. Furthermore they are extremely specific and develop only in one kind, or rarely a few kinds, of tissue. Viruses vary greatly in size, but most of the different kinds recognized are ultramicroscopic. Some of the smallest are about eight to twelve millimicrons in size.

In general the agencies that will kill or inhibit the activities and growth of bacteria will have the same effects on viruses, but some viruses are more resistant to adverse conditions than some bacteria.

One theory says that viruses are nucleoproteins which, when placed in contact with susceptible healthy cells of the appropriate kind, cause these cells to become diseased and also to produce more nucleoproteins similar to that of the original virus. Thus the inoculation of small quantities of the causative nucleoproteins would cause a progressive disease and

would lead to the production of a relatively large quantity of the infective agent. That is, the virus would apparently grow or multiply in spite of its being an inanimate substance having no cell structure.

*Depends on your criterion*

For this theory can be accepted without reservation if it be demonstrated that the nucleoprotein preparations isolated from infective material are both chemically pure and sterile, i.e., free from all living cells."<sup>2</sup>

The second principal theory concerning the nature of viruses is the older of the two worthy of serious consideration. This theory states that viruses are living cells which are strictly parasitic and are much smaller than bacteria. It is based in part on the fact that viruses respond much like living cells to many adverse physical and chemical agents. They can, for example, be killed or inactivated by heat, ultraviolet light, and certain disinfectants. Another fact that is used to support this theory is that viruses are particulate, and that particles vary considerably with different viruses. A third basis for this belief lies in the fact that viruses multiply. We can assume from the above information that some viruses are small living, strictly parasitic cells, and that others are inanimate high molecular weight proteins that are capable of causing susceptible living cells to become abnormal and to produce more of the high molecular weight protein.

The changes that are brought about in the body of man and animals by the presence of the rabies virus are remarkable. The tissues and organs, even the brain and spinal cord appear normal except, perhaps for some slight congestion of the blood vessels. When these tissues and organs are studied under the microscope they show lesions confined chiefly to the central nervous system. These are divided into lesions associated with all neurotropic viruses and lesions specific to rabies. "Common to neurotropic viruses are the "Babes nodules," foci of leucocytes near or about a blood vessel and usually engulfing a few damaged nerve cells. There may be a general though sparse accumulation of leucocytes about the blood vessels or beneath the pia; blood vessels themselves may be slightly engorged. Present in rabies, equine encephalomyelitis, and perhaps other neurotropic infections are the "nodules of Van Gehuchten," damaged nerve cells in spinal, sympathetic, and cranial nerve ganglia surrounded and engulfed by leucocytes which form nodules. Scattered nerve cells throughout the brain may show signs of degeneration. The one outstanding and specific lesion in rabies is the Negri body. They are described as rounded formations occurring exclusively in the cytoplasm of nerve cells. The entire Negri body is a reaction product of the cell to the invisible virus."<sup>3</sup>

Rabies principally affects canines, although man is also susceptible to the malady, which is always communicated through bites from a preceding case. Rabies had been known and described for several centuries prior to the beginning of the christian era, and from the earliest dawn of history it has been feared and dreaded. All experience, both scientific and practical, shows that rabies is transmitted only by animals that are actually diseased at the time the bite is inflicted.

"Rabies is an infectious disease involving the nervous system and characterized by extreme excitability and nervous disorders and practically always terminating in death. The causative agent belongs to the ever growing group of filtrable viruses. The saliva contains the virus, which under natural conditions is introduced under the skin by the tooth of the infected animal. Everything bitten does not necessarily develop the disease; the percentage of fatalities averaging from 25 to 30 percent. Whether or not the disease develops depends on the location and size of the wound, as well as the amount of bleeding produced, and various other conditions. In general, the nearer the bite is located to the central nervous system and the deeper the wound inflicted the greater the danger of a fatal result."<sup>4</sup>

Heavy bleeding of the wound is good. When the blood flows freely from the wound there is a good chance that the virus will be washed out and the subsequent danger of the disease will disappear.

After the virus is in the wound it remains dormant for an extremely variable period of time. The length of this period of time depends on the size and the depth and the location of the wound plus the quantity of virulent saliva introduced. It has been shown in experiments that the virus follows the course of the nerves to the spinal cord and along the spinal cord to the brain before the symptoms appear.

If infection of the suspected animal is established, vaccination of the person who was bitten should be begun. This vaccine is one of the contributions of Pasteur. It consists of the spinal cords of rabbits which have been inoculated with the virus. Cord which has been dried for 6 to 8 days is used for the first few injections because it contains the weakest virus to be used. The stronger virus from cords dried for a shorter period of time are used for the following injections. The vaccine is given daily for about three weeks. Another type of a vaccine requires the use of virulent viruses; very small amounts of virus injected at first followed by a progressive increase in amount.

The case rate for human beings is low, partly because the vaccination of persons is effective. In some countries infection of man with rabies no longer occurs because the regulations governing the importation and supervision of dogs are strict and effectively enforced.



In the United States, vaccination of dogs, together with suitable restrictions of their movements would serve to reduce the number of incidents of rabies in both man and animal. If strict enforcement were carried out ~~then~~ we wouldn't read such things as the following in our newspapers," The current border jumping problem began Labor Day, when one rabid dog bit a man and a child. It built up gradually. Imperial county was quarantined in November. Any animal not on a leash became open prey. The first day 40 dogs and 20 cats were shot. "They've gone crazy," complained one man. My wife screamed, "Don't shoot!" but they shot our Laborador retriever four times, right in front of the kids."<sup>5</sup> This last paragraph sums up the sentiments of the whole problem. We must eliminate this problem from our society. We must wipe out rabies completely. This virus, one of the tiniest and most elusive, must be completely wiped out.

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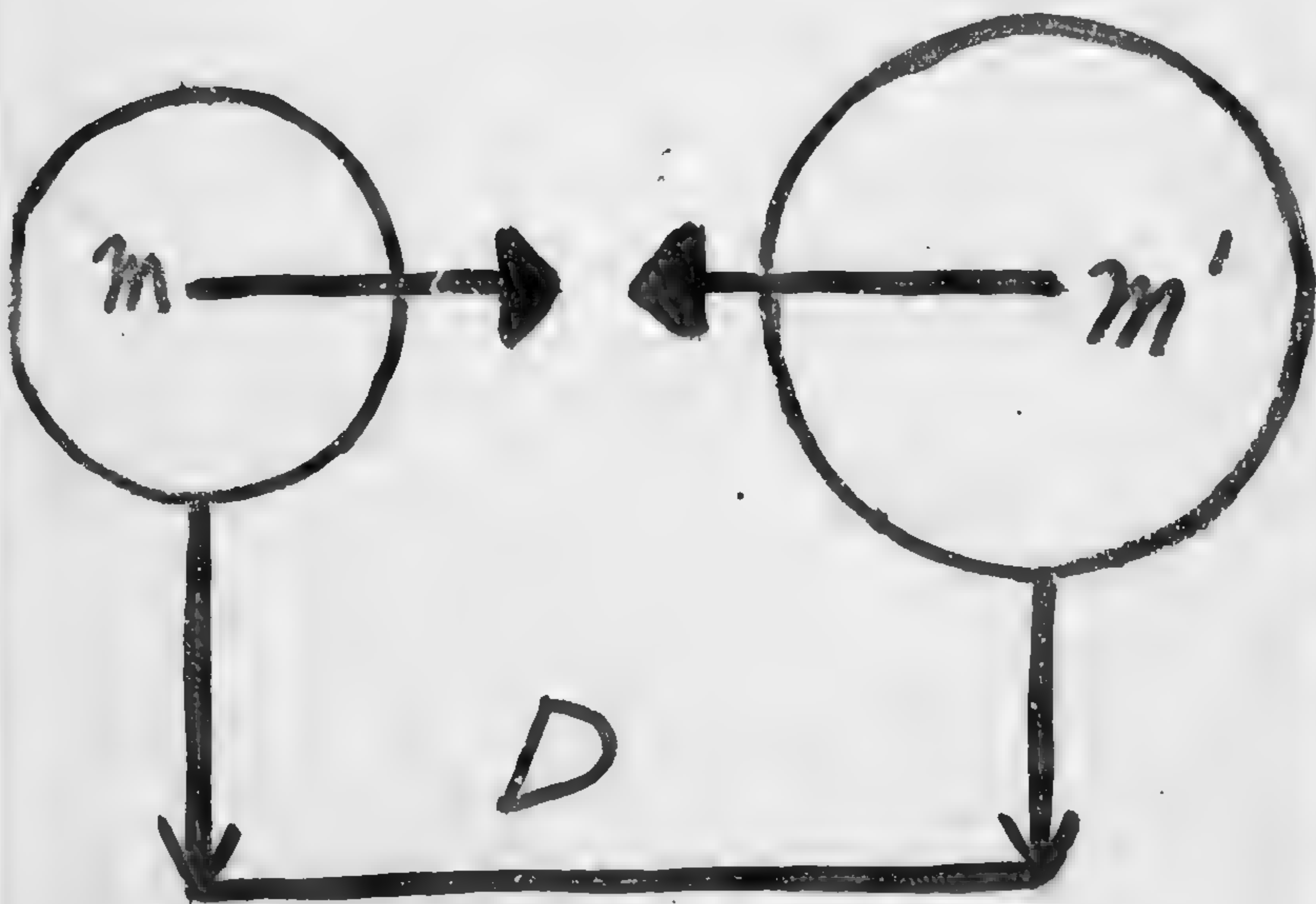
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92

30

An interesting presentation.  
Too many spelling errors.



$$F = G \frac{m m'}{D^2}$$

Preface

In this paper I will attempt to illustrate the relationship between modern science and modern society. In following the general idea of originality I have presented my material in the form of a meeting of community leaders. The speakers express their views and sometimes offer solutions for the future. It is my sincere hope that the relationship, in all its aspects, is conveyed to the reader. The relationship I have presented may not be the generally thought of relationship, but it is the one I wanted to convey. Let us now listen to what the community leaders have to say.

*Submitted by:*

*S Robert Powell*

*Section 1*

*Dr. Baylor*

Chairman: Good evening ladies and gentlemen. This meeting will now come to order. The purpose of this meeting is to discuss the position taken last week by the "Times" concerning science and modern society. I have asked you here tonight because I feel that you represent a cross-section of the community opinion. The "Times" editorial said in essence, that our modern society is relatively uninfluenced by science.

Mother: This statement is sheer nonsense. How could this statement possibly be <sup>ap</sup>ture. When we look around us we see so many things that science has done for the homemaker. Just look at our modern homes, and especially our kitchens. We have ovens that cook food in minutes instead of hours. We push buttons and our stoves are ready to cook on in seconds. We have refrigerators and freezers that preserve food for indefinite periods of time. Our modern homes are heated with gas and oil. Our modern homes are filled with devices that have changed our society and its ways immensely in the last fifty years.

Minister: From the religious viewpoint I see that in religion and science there is an essential connection between the vitality of religion and science and the vitality and fellowship inspiring churches and universities and an equally essential connection between these and the vitality of the societies in which they exist. We have not been faithful to the vision given to us in the seventeenth and eighteenth centuries. We have not kept our principles alive to meet the new problems with which our very success has confronted us. When St. Peter in the Gospel story found himself beginning to sink in the water, he wasn't told that he had been a fool to come out of the boat; that he had

better stayed safe with the other less adventurous disciples. I believe that our plight is the same. The unity which was to keep men together could not be a unity of accepted formulae but the unity of a common life of fellowship. This unity of spirit and fellowship has been largely destroyed with disastrous consequences in our modern scientific world.

Sociologist: Lets closely examine our scientific society and in particular the effect upon it by the scientific revolution. The main issue is that people (society) in the industrialized countries are getting richer and those in the non-industrialized countries are at best standing still; so that the gap between the industrialized countries and the rest is widening every day. On the world scale this is the gap between the rich and the poor. This disparity between the rich and the poor has been noticed. It has been noticed most acutely, and not unnaturally by the poor. Just because they have noticed it, it won't last for long. Whatever in the world we know survives to the year 2,000, that won't once the trick of getting rich is known, and it now is. The world can't survive half rich and half poor. It's just not on. During all human history change has been very slow. So slow, that it would pass unnoticed in one person's lifetime. That is no longer so. The rate of change has increased so much that our imagination can't keep up with it. There is bound to be more social change affecting more people in the next decade than in any before. In the poor countries the people have caught on to this concept. Men are no longer prepared to wait for periods longer than one person's lifetime. This revolution has brought

into society a new form of power, economic power. For the control and management of men has become a powerful instrument of production. Modern industry is oligarchical and monarchical not democratic. Industrialism has introduced a new division into society; the division between those who manage, organize and take responsibility and those who are managed, are organized and have responsibility taken away from them. A modern industry<sup>all</sup> society with a democratic government and an oligarchially controlled system of production is a house divided against itself and also a product of the scientific revolution.

Educator: Science has an effect on our education also. Take the modern chemist for example. He is likely to be weak in zoology, weaker still in his general knowledge of Elizabethan drama and completely ignorant of the rhymes in English versification. Effective knowledge is professionalized knowledge, supported by a restricted acquaintance with useful subjects subservient to it. This situation has its dangers. It produces minds in a groove. Each profession makes progress but this progress is in its own groove. The groove prevents straying across country and the abstraction abstracts from something to which no further attention is paid. The dangers arising from this aspect of professionalism are great, particularly in our democratic societies. The directive force of reason is weakened. The leading intellects lack balance. They see this set of circumstances or that set, but not both sets together. The task of coordination is left to those who either lack the force or the character to succeed in some career. In short, the specialized functions of the community are performed better and more progressively, but the



Do you agree?

generalized direction lacks vision. The progressiveness in detail only adds to the danger produced by the feebleness of coordinations. The point is that the discoveries of the nineteenth century were in the direction of professionalism, so that we are left with no expansion of wisdom and with greater need for it.

Politician: The scientist engaged in the task of acquiring knowledge of a particular situation is not concerned with the use which may be made of that knowledge; and in that sense is science divorced from politics. But the knowledge which science places at the disposal of the community cannot itself be divorced from politics, since it inevitably becomes a means of attaining practical political ends; and no man (least of all the scientist himself, as a responsible member of the community) can afford to be indifferent to the practical political ends which scientific knowledge is used to promote. Modern science has indeed affected in a rather unfavorable way these practical political ends.

Historian: Let us compare society before and after the scientific revolution. We started as a simple society animated by a common spirit. The free associations which grew out of it, whether churches or colleges, could be free without losing sense of direction or aim. They were so immersed in the community, so imbued with its spirit, that it never occurred to them to ask, as men do nowadays; What is our aim? Where are we going? Contrast that with our modern scientific society, huge, heterogenous, in-

tricate, built over with walls of <sup>SP</sup>misunderstanding across which  
 men cannot see each other, through which they hear not there  
 brothers' voice but only "voices prophesying war." Even the  
 churches who business it is to aid God's purpose in redeeming  
 the world and to proclaim good news to every creature, have lost  
 their <sup>SP</sup>nerve, and we hear Christians talking of the church <sup>SP</sup>returning  
 to the Catacombs and leaving the pagan world to its fate. The  
 original simple unity of society has been disintegrated by the  
 effects of industrialism and science and a disintegrated society  
 lacks the unity of common life which automatically but unconsciously  
 integrated the free associations with the community. To restore  
 the essential conditions from which the great adventure took its  
 start a double task of integration is necessary. The free assoc-  
 iations have to be integrated with the community which has to  
 be integrated in order to again become really a community. The  
 great adventure is at an end unless we can re-create the conditions  
 which first made it possible, unless we can heal the divisions in  
 our scientific society, unless we can break down the walls of  
 misunderstanding which divide us, and regain the unity of spirit  
 which makes freedom in our modern society possible.

Scientist: What message does modern science bring to modern  
 man. Let us look at a scientist as a practical man. The benefits  
 that flow from scientific investigations are by no means all  
 material. Quite apart from what has been done ~~of~~ strengthen the  
 hand of the Good Samaritan, science creates an atmosphere that  
 encourages those who believe that man is not purely a social  
 animal. The history of the last three hundred years is a record

of accomplishment in the manipulation of ideas; it is a story of the flowering of the creative powers of the human mind. The modern scientist has added immeasurably to this record of mental development. In our modern times, in the shadow of the fusion and fission bombs, we do well to stress this aspect. To have constructed a great fabric of new concepts and conceptual schemes arising from experiment and observation is no small achievement. Like the Parthenon and the cathedrals of the Middle ages, the scientific theories of the nineteenth and twentieth centuries stand as witness to what the human spirit can accomplish. With humility we recognize the vast oceans of our ignorance, where empiricism alone can be our guide; yet we can set no limits to the future expansion of the empire of the mind. A continual reduction in the degree of empiricism in our undertakings is possible and of deep significance- this in a few words is the message that modern science brings to modern man and in particular the scientist.

Chairman: Thank you very much ladies and gentlemen for expressing your views on science and its relationship to the modern world. I think that our meeting has been very valuable and that it is unanimous that science does affect our modern society in a very direct and influential way.

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Russian 3, Spring 1969  
Mrs Kapitakoff  
Paper on Chapter IX  
S Robert Powell.

(In this paper I have presented  
the required material in a  
somewhat unusual manner, In  
my opinion it gives an interesting  
approach to the problem.)

Я согласен. Это сочинение  
неправославно но интересно

A-

меня зовут Ростислав и я  
 Моравский князь, тоже христианин.

Сегодня, я думаю что я ~~сейчас~~  
<sup>обращу.</sup> (I will turn)  
~~обращусь~~ с просьбой к

византийскому императору. Он хочет  
<sup>сам около</sup>  
~~послать~~ в Моравию учителей.

Император справедливый человек.  
 У нас много церк<sup>вей</sup> <sup>(церк)</sup> в Моравии.  
<sup>(в Моравии есть)</sup> ‡

У нас две церковные иерархии.

Западная, во главе с римским попом  
 и восточная, во главе с константи-  
 нопольским патриархом. Давно,  
 я был вассалом германского короля

Германский король Свн Погннн  
 человеком. Я хотел Свн  
 Независимым от Короля. Я думаю  
 (here meaning is the  
 syll. here nom.)  
 что мне нужен миссионер~~е~~, Но  
 Мои люди хотят молиться и  
 думать на своём языке. ~~ff~~  
 Византийское правительство имеет  
 проблемы; у славян не алфавита.  
 Византийское правительство  
 выдало два брата — Константина  
 и Мефодия. Константин очень  
 упрямый человек. Константин  
 создал алфавит. Он был хорошим



лигвистом. Этот алфавит очень  
точно передавал звуки славянского

языка. Теперь, мои люди будут  
*Now my people will read etc.*

могу читать на своём языке.  
*this is just not used in the future up to  
some reason*

и счастливый. Константин и  
Мероуи перевели много текстов  
и они выработали литературный  
язык. Константин очень упрямый человек,

может Мероуи. Я думаю что я

счастливый. <sup>мой</sup> ~~first~~ счастливый могу.  
*first wouldn't be used the way!*

Навсера, я буду ~~счастливый~~ моравский

Книзь и вы знаете — Жизнь.

Книзь сложная.

(Потом, жизнь упрямая  
— очень сложная!)

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When you really like someone, tell  
that person. Sometimes you only  
get one chance.

544

[A-]

A-



545

GAËTAN PICON

French 471

Summer 1964

Ir. Le Sage

S. Robert Powell  
August 14, 1964

GAËTAN PICON

Professeur, homme de lettres, critique; né le 19 septembre 1915 à Bordeaux (Gironde); Il a fait ses études supérieures à l'Université de Bordeaux et l'Université de Paris. Agrégé en philosophie en 1948

Tout d'abord professeur en France, puis successivement à l'École Supérieure des Lettres à Beyrouth, à l'Institut Français de Florence, à l'École des Hautes Études de Gand, Directeur Général des Arts et des Lettres (avril 1959), chroniqueur de littérature au Mercure de France, créateur de la revue Confluences (1945).

Il a beaucoup écrit pour les revues Critique, Confluences, et Mercure de France.

"Since World War II the most important tendency of French literary criticism has been to study literature from a philosophical point of view or to consider literature as a philosophical manifestation. This tendency derives from the nature of contemporary literature itself and the role it has assumed in representing man's existential experience. Literature consists of man's confrontation with the stark reality of an absurd world in which he is alone, free, and dying. The importance of such literature rests on the exposition of philosophical and ethical conditions, and, necessarily, the criticism devoted to the study of the content of literature rather than its form. Hence, the rise of contemporary philosophical literary criticism in France." <sup>1</sup>

La loi de la critique contemporaine est d'atteindre la vérité, l'objectivité de l'oeuvre. Mais l'objectivité dont il s'agit n'est pas celle de l'érudition et de l'histoire. Pour les meilleurs critiques actuels, un livre n'est pas un événement à replacer dans un contexte social et historique, ou un texte dont il s'agit d'établir les sources. Certes, une telle critique poursuit son chemin, mais elle prend surtout la forme de l'exégèse universitaire, et elle se replie sur le passé. "Ce qu'il y a de vivant et de convergent dans la

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<sup>1</sup> André François Yon, Contemporary French Philosophical Literary Criticism, Doctoral Thesis at the Pennsylvania State University, 1959, n. 319.

critique actuelle voit dans l'oeuvre bien moins un événement historique ou une réalité philologique qu'une attitude de l'esprit: c'est à un éclairage philosophique que la critique, le plus souvent, soumet l'oeuvre littéraire." <sup>2</sup> Ce faisant, elle apparaît comme un effort pour traduire la réalité imageée de l'oeuvre en équivalents abstraits qui la désincarnent, mais l'approfondissent--comme un passage du concret à l'abstrait.

Chaque moment de la littérature a la critique qui lui ressemble. À une littérature dominée--comme l'est la nôtre--par les problèmes ethniques et métaphysiques répond une critique des significations.

Gaëtan Picon pense que la nouvelle critique néglige l'esthétique. Il s'intéresse à la valeur esthétique d'une oeuvre; il étudie la littérature d'un point de vue philosophique. Il essaye d'accomplir la fonction essentielle d'un critique--juger la valeur artistique de la littérature. Il décrit le message philosophique de la littérature en ce qui concerne la condition humaine; il veut évaluer la valeur esthétique d'une oeuvre. Sa contribution à la critique contemporaine est cet effort synthétique de réconcilier la critique philosophique et esthétique.

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<sup>2</sup> Gaëtan Picon, "Sur la critique française contemporaine," Cahiers du Nord, vol. XXIV, 25<sup>e</sup> année, 1955, p. 260.



Dans un article qu'il adresse à Julien Benda, Picon exprime un certain pessimisme. Il pense que l'homme prend conscience de sa solitude dans un univers athée et que l'homme peut dépasser désespoir par "lucidité, courage, poésie, grandeur de l'homme, beauté du monde: telles sont nos armes contre le désespoir." <sup>3</sup> Cette possibilité de dépasser désespoir embrasse les idées éthiques aussi bien que les idées esthétiques. Quand on transfère cette attitude intellectuelle à la critique littéraire de Picon, on peut voir son idée du travail d'un critique littéraire.

Il admet que la signification morale, philosophique, et politique de la critique n'est pas en dehors de sa valeur mais "... celle-ci repose essentiellement sur sa qualité formelle: l'art est d'abord un langage de formes et c'est ce langage que nous avons plus que tout autre écouté." <sup>4</sup>

Un écrivain exprime ses idées philosophiques du monde et de l'homme dans ses oeuvres littéraires. Picon pense qu'il y a beaucoup de critiques qui ont oublié qu'ils jugent la littérature: "... et maintenant qu'un critique mette un écrivain hors de pair et lui consacre un ouvrage, il faut y voir le plus souvent moins l'expression d'un jugement que l'aveu d'une affinité toute personnelle. . .

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<sup>3</sup> Gaëtan Picon, "Réponse à Julien Benda," Confluences, nouvelle série, no. 6 (août 1945), p. 583.

<sup>4</sup> Gaëtan Picon, Panorama de la Nouvelle littérature française, (Paris, 1950), p. 13.

Ne serait-il pas opportun que dans la critique des lettres regnèrent enfin d'autres mœurs." 5 En dépit de ses intentions, Picon est en faveur de Malraux au cause de son art et sa philosophie. Il y a un conflit. Il faut expliquer la philosophie de l'écrivain et décrire son art.

La littérature est en même temps une expression philosophique et esthétique, qui est adressée au lecteur. Le but de la critique, selon Picon, est de juger la philosophie et l'art dans une oeuvre littéraire:". . . ce que le public attend du critique, n'est-ce point qu'il l'aide à discerner l'essentiel du secondaire, à établir une hiérarchie justifiée? Dirai-je que cette tâche, à laquelle les critiques n'ont jamais cédé très volontiers-préférant au jugement le commentaire-est plus nécessaire que jamais." 6

Il faut faire un choix parmi les oeuvres littéraires. Ce choix exige la pratique de la critique de critique. Cette critique s'occupe de l'art de l'écrivain. Picon juge avec l'idée d'actualité pour les lecteurs d'aujourd'hui selon les normes de goût littéraire.

Pour réintroduire la critique de critique, Picon a formulé une méthode fondée sur la réclamation contemporaine de la littérature-l'exposition de la condition humaine dans sa totalité. La critique contemporaine est un art. Picon a

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5 Gaétan Picon, Malraux par lui-même, (Paris, 1953), n. 8.

6 Panorama de la Nouvelle Littérature Française, p. 12.

une méthode ou une philosophie de critique adaptée à la littérature de nos jours pour le lecteur de nos jours.

Le rôle de la conscience est très important dans la littérature. La conscience est le facteur le plus important dans l'oeuvre littéraire. C'est la conscience qui assure l'existence d'une oeuvre littéraire. Picon a dit: "... publier, c'est parachever l'existence de l'oeuvre par le seul moyen convenable: son introduction dans le domaine commun de la conscience et de la vie." <sup>7</sup> Afin d'accéder au monde de la conscience et de la vie, il faut que l'oeuvre soit digne d'être placée coté à coté avec les oeuvres d'art du passé. Picon a dit: "... une oeuvre d'art n'existe que dans la mesure où elle est jugée être une oeuvre d'art-jugée digne de figurer dans un certain ordre. Pour l'oeuvre l'existence n'est pas séparable de la valeur." <sup>8</sup> Un critique doit éclairer ce que le prosateur a voulu dire et dit, et jugera l'oeuvre en fonction de sa valeur philosophique et morale.

Il y a des éléments qui sont la fondation de l'expérience esthétique. L'expérience esthétique dépend de la perception "ou interviennent toutes les forces de l'intelligence." <sup>9</sup> L'expérience esthétique implique la culture, alors, "entre l'oeuvre et le lecteur un lien est établi

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<sup>7</sup> Gaëtan Picon, L'écrivain et son ombre, (Paris, 1953), p. 31.

<sup>8</sup> L'écrivain et son ombre, p. 31

<sup>9</sup> L'écrivain et son ombre, p. 44.

au moyen d'une connaissance d'autres oeuvres et d'autres conceptions d'art." <sup>10</sup> L'expérience esthétique est un jugement et elle dépend de la culture. Aussi, elle dépend d'une conception de l'homme, puisque l'art est adressé à la conscience de l'homme.

La critique de Picon est très proche de sa conception de l'esthétique. L'esthétique est la quête d'une valeur d'art. Picon a dit: "... critiquer, c'est reconnaître la présence (ou l'absence) d'une valeur. Dans La Chartreuse de Parme on reconnaît la présence du génie romanesque, dans Hernani l'absence du génie dramatique. Tel est le critique." <sup>11</sup>

La quête pour la valeur est liée directement avec l'activité critique. En réalité, le critique devrait être "... celui qui se mesure avec la production de son époque, qui expérimente une conception d'ensemble de la littérature dans un contact soutenu avec l'actualité." <sup>12</sup>

En cette manière le critique pourra juger la littérature d'un point de vue artistique. Au point de vue de Picon, la littérature est avant tout un art. À cause de ce fait d'assumer, Picon pense qu'une oeuvre littéraire exige un jugement de la valeur artistique. La critique contemporaine ne fait pas ce jugement de la valeur artistique. Alors, Picon a formulé une règle de la critique qui embrasse l'expérience

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<sup>10</sup> Contemporary French Philosophical Literary Criticism, p. 322.

<sup>11</sup> L'écrivain et son ombre, p. 227.

<sup>12</sup> Cahiers du Nord, p. 260

esthétique: "liée à la culture, à un effort de réflexion et d'approfondissement, elle est un dépassement, une critique de la critique immédiate de l'impression; ce qui revient à dire que la critique doit fonder en raison ses impressions spontanées: qu'elle doit impliquer une esthétique." 13

L'oeuvre d'art n'est pas considérée comme un objet mais comme une valeur. Cette distinction est vraiment la source de l'esthétique de Picon. Sa conception de l'esthétique devienne petit à petit une méthode intuitive de juger la littérature. Cette méthode est relative à la conception contemporaine de la condition humaine. "L'oeuvre est essentiellement une réalité esthétique, et c'est un jugement que l'on attend d'abord du critique. C'est même sur ce jugement que le juge, à son tour, sera jugé." 14

C'est la synthèse de la critique philosophique et esthétique qui fait le système critique de Picon: "... un instrument avec lequel on peut juger la littérature comme un art, concevoir la littérature comme une promesse pour l'éternité de l'homme, et révéler l'existence de l'homme contemporain." 15

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13 L'écrivain et son ombre, p. 257

14 Cahiers du Nord, p. 269.

15 Contemporary French Philosophical Literary Criticism, p. 328.

## LES OEUVRES DE PICON

Gaëtan Picon décrit le message philosophique en ce qui concerne la condition humaine dans ses essais Georges Bernanos, André Malraux par lui-même, et dans son histoire panoramique de la littérature française contemporaine, Panorama de la Nouvelle littérature française.

La dernière étude panoramique de Picon, Panorama des Idées contemporaines est dans une autre catégorie. C'est une description de la pensée contemporaine, illustrée avec les textes de tous les penseurs illustres de nos jours dans les cercles philosophiques aussi bien que scientifiques. Dans cette oeuvre, présentée en collaboration avec un groupe de critiques (Roland Caillols, Maurice Encontre, Gaston Bouthoul, François Erval, René Bertelé, Robert Kanter, Jacques Merleau-Ponty, et André Tétry) Picon est un historien des mouvements philosophiques; il n'est pas un critique philosophique de la littérature.

Dans L'Écrivain et son Ombre Picon s'intéresse à l'esthétique de la littérature. Il a aussi écrit Balzac par lui-même, Une Esthétique de la Littérature, et L'Usage de la lecture, et André Malraux.

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